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ABSTRACT

The Arizona Social Studies Framework formulates goals for student competency in four broad categories: knowledge and cultural understanding; understanding of democratic principles; individual and group participation in social political affairs; and fundamental skill attainment for effective citizenship. Under each social studies goal are listed the basic learnings that comprise the K-12 social studies program. These curriculum strands are constant in every grade level; no options are to be dropped or added from one year to the next. The strands under Goal 1 (knowledge and cultural understanding), for example, are: historical literacy, geographic literacy, economic literacy, social-political literacy, cultural literacy, and ethical literacy. For each of 4 grade levels (K-3, 4-6, 7-8, 9-12) there is a 4-column presentation of essential skills under the following headings: goals and strands; essential/exit skills; content and descriptors; and instructional strategies/related concepts. The essential skills column is identified as the critical component of this document. An appendix outlining criteria for evaluating instructional materials is included. (DB)

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ARIZONA SOCIAL STUDIES ESSENTIAL SKILLS

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ARIZONA DEPARTMENT OF EDUCATION
C. Diane Bishop, Superintendent
July 1989

ARIZONA DEPARTMENT OF EDUCATION

C. Diane Bishop, Superintendent

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FOREWORD—Editing Subcommittee

In July 1987 the Arizona State Board of Education asked 27 citizens to shape a new Social Studies Essential Skills framework. This committee was composed of business leaders, government workers, elementary and secondary schools' governing board members, parent and community representatives, and educators from the elementary, secondary, and college levels.

In developing this framework the committee listened to resource speakers, reviewed state and local district curriculum guides, traveled to nearby social studies conferences, and involved classroom teachers as the essential skills were debated and formulated. Sections of the framework were developed in subcommittees and presented and reviewed/revised by the total group; other parts of the framework were reviewed by the total committee and delegated to the editing committee to write and report to the full committee. All the activities in developing this framework represent a powerful democratic process—a fitting procedure for the Social Studies Essential Skills framework to emerge.

This new framework aims to establish 14 fundamental premises that are distinguishing characteristics embodied within the curriculum of social studies. The framework also contains a number of goals, curriculum strands, and instructional strategies for implementation:

- The goal of knowledge and cultural understanding defines six critical literacies: historical literacy, geographic literacy, economic literacy, social political literacy, cultural literacy, and ethical literacy.

- The goal of understanding of democratic principles, values, and practices is centered on an essential understanding of the nation's identity and constitutional heritage, the civic values that undergird the nation's constitutional order and promote cohesion across all groups in a pluralistic society, and the rights and responsibilities of all citizens.

- The goal of individual and group participation in social-political affairs include qualities and responsibilities required of citizens in American democracy as well as the processes through which Democratic governments are maintained.

- The goal of fundamental skill attainment for effective citizenship requires the development of students' social participation skills, personal and intergroup skills, critical thinking and problem solving skills and basic study skills.

During the first two weeks in May 1988, a draft framework was distributed to teachers and administrators in every elementary and secondary school as well as selected educators from outside Arizona. In addition, copies of the draft were sent to political action groups, colleges and universities, and offices of county school superintendents throughout Arizona. Recipients of the framework were encouraged to complete a field review sheet and submit it to the Arizona Department of Education. Public hearings on the framework were held in Tucson, Phoenix, and Flagstaff during the third week in May 1988. More than 100 responses and testimonies were received. Review and careful analysis of the respondent sheets and public hearing testimony occurred. The State Board of Education reviewed and adopted the final document August 29, 1988.

District and school administrators and teachers are now responsible for carefully studying the guidelines in this framework. Each district is responsible for developing appropriate curriculum/instruction and/or adapting current curriculum/instruction to fit the essential skills revision.

Since this framework focuses on curriculum integration and correlation and on thoughtful sequencing of course content, the assessment and planning stages for social studies should be articulated throughout the grades and across the disciplines. Planning is followed by curriculum implementation, which includes selection of textbooks, supporting literature and primary sources, and other instructional materials, as well as continuing staff development and ongoing evaluation.

Through a well-articulated and planned program, the committee hopes for curriculum and instruction in social studies that allow for more instructional time and provide opportunity for depth of studies. We hope that, as ambassadors to the next generation, educators are able to use this framework to teach students to have a passion for the subject area and its democratic traditions, to understand the interdependence of the world, and to think, care, and vote as tax-paying citizens who appreciate beauty, understand justice, and make decisions based on a moral and ethical value system.

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Glendale Union High School District Curriculum Guides
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Kansas Student Learning Outcomes for the Social Studies
Mesa Unified School District Curriculum Guides
Michigan Essential Goals and Objectives for Social Studies Education (K-12)
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WHAT THE LAW REQUIRES—ARS 15

Compilation of Statutory Requirements and State Board Rules as Related to Social Studies

Excerpts from Arizona Constitution and Arizona Revised Statutes:

ARIZONA CONSTITUTION ARTICLE XI, SECTION 1 states: "The Legislature shall enact such laws as shall provide for the establishment and maintenance of a general and uniform public school system, which system shall include kindergarten schools, and a university (which shall include an agricultural college, a school of mines, and other technical schools as may be essential, until such time as it may be deemed advisable to establish separate State institutions of such character). The Legislature shall also enact such laws as shall provide for the education and care of the deaf, dumb, and blind."

ARS 15-203.15, 15-203.17, and 15-203.19 state: "The State Board of Education shall: 15. Prescribe and enforce a course of study in the common schools; 17. Prescribe the subjects to be taught in the common schools; 19. Advise school districts on purchase of the textbooks for the common schools and prepare a list of not less than three nor more than five suggested textbooks for each grade and each subject taught in the common schools for the possible selection by the school district of one book from the list for each student. The books or instructional matter so selected by the school district shall be purchased by the school district direct from the publisher as provided in this title."

In a letter opinion dated July 10, 1975, to Mr. Stephen S. Jenkins, Jr., President of the State Board of Education, Mr. Bruce Babbitt, Arizona State Attorney General, stated:

"ARS 15-203.15 requires the State Board of Education to 'prescribe and enforce a course of study in the common schools.' ARS 15-203 states in pertinent part, that the State Board of Education 'shall adopt a course of study in the common schools.'. . .State Board of Education Rule R7-2-203 uses it (course of study) to mean content goals for a subject area's program and certain fundamental facts, theories, and skills related to that subject area.

"Even if we were to assume that ARS 15-203 might be interpreted in such a fashion as to give a common school district the option of whether or not to utilize a course of study adopted by the State Board, no such interpretation can possibly be given to the mandate set forth in ARS 15-203.15. The latter section requires the State Board to 'prescribe and enforce' the course of study in the common schools. The Legislature, by specifying that the State Board shall enforce the course of study, left no doubt that the common school district must abide by the course of study which the State Board prescribes. This conclusion also follows from a reading of ARS 15-341.7, which directs the board of trustees of a common school district to enforce the course of study, which courses could only have been adopted by the State Board of Education since no power to adopt courses of study is given by statute to the board of trustees of a common school district. . ."

ARS 15-710 states: "all schools shall give instruction in the essentials, sources, and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona. The instruction shall be given in accordance with the state course of study for at least one year of the common school grades and high school grades respectively. . ."

ARS 15-711 states: "all high schools shall give instruction on the essentials and benefits of the free enterprise system. Instruction shall be given in accordance with the course of study prescribed by the state board of education for at least one semester, equal to one-half unit of credit. . ."

"As used in this section, "free enterprise" means an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision rather than by state control and by prices, production, and the distribution of goods that are determined in a free manner."

Excerpts from State Board Policy:

R7-2-301. Subject Areas to be Taught in the Common Schools (as related to Social Studies)

A. Prescribed subjects — Years taught

1. Social Studies

Geography	1 — 8
World History	1 — 8
*Arizona History and Constitution	7 — 8
*American History	7 — 8
*Civics, United States Constitution	7 — 8

*These are to be taught at least one year.

R7-2-302.02 Minimum Credits for Graduation (as related to Social Studies)

A. The Board establishes twenty credits as the minimum number of credits necessary for high school graduation, effective for the graduation class of 1991, as follows:

1. English. . .

2. one and one-half credits of instruction in the essentials, sources, and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona

3. one credit of world history/geography

4. one-half credit of "Essentials and Benefits of the Free Enterprise System" (This one-half credit may be offered in a department which the local district deems appropriate.)

5. . . .Mathematics. . .

6. . . .Science. . .

7. . . .Credits of Additional Courses. . .

B. Credits earned through correspondence courses to meet graduation requirements are subject to the following restrictions: they shall be taken from a regionally accredited institution accredited by an association listed in R7-2-601.G.2. Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:

1. English as described in paragraph A.1 of this Rule

2. Social Studies/"Essentials and Benefits of the Free Enterprise System" as described in paragraphs A.2.3. and .4 of this Rule

3. Mathematics

4. Science

C. . . .

INTRODUCTION TO THE FRAMEWORK

Social studies will help students appreciate how ideas, events, and individuals have interacted to produce change as well as recognize the conditions that maintain continuity within human societies.

Arizona students will spend their adult years in the Twenty-first Century. Their lives will be affected by domestic and international politics, economic flux, technological developments, demographic shifts, and the stress of social change. As educators, we have the responsibility of preparing our students for the challenges of living in our fast-changing society. The only prediction for the future that can be made with certainty is that our world will be characterized by continuity and change. The study of continuity and change is the main focus of this Social Studies Essential Skills framework. Our intention is to help students appreciate how ideas, events, and individuals have interacted to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies.

An ideal social studies program will produce a thinking, caring, voting, taxpaying citizen who appreciates beauty, understands justice, and makes decisions based on a moral and ethical value system.

The primary goal of social studies is the comprehensive social education of citizens and the utilization of knowledge in meeting the practical problems confronting these citizens in today's society and the world. The outcome of an ideal social studies program is a thinking, caring, voting, taxpaying citizen who appreciates beauty, understands justice and makes decisions based on a moral and ethical value system. We want students to understand the value, the importance, and the fragility of democratic institutions. They need to develop a keen sense of ethics and citizenship and to care deeply about the quality of life in their community, the nation, and their world. They need to see the connection between ideas and behaviors, between the values and ideas that people hold, and the ethical consequences of those beliefs. Finally, they need to learn about the cultures, societies, and economic systems that prevail in other parts of the world and to recognize the political and cultural barriers that divide people as well as the common human qualities that unite them.

The following 14 premises are distinguishing characteristics embodied within the curriculum of this social studies framework;

History, placed in its geographic setting, establishes human activities in time and place.

1. Social studies is a study of significant developments in human history. It is impossible to understand the modern world and to act intelligently on the problems which confront it without an appreciation of those events of the past that have shaped the present. This means the understanding of certain historical events and sociological features, e.g., political, religious, climatic, geological, and geographic, which are generally recognized as key elements in the development of important social, political, and economic orders and patterns.

Social studies is enriched with literature of and about the period, correlated with other subjects.

2. Social studies is enriched by an integrated and correlated approach across subject matter boundaries. All aspects of human endeavors cut across subject matter boundaries. Social studies teachers are expected to work with teachers from other fields such as language arts, science, and the visual and performing arts. Social studies is not only the political, economic, and social arrangements of a given society, but also its beliefs, religions, cultures, arts, architecture, law, literature, sciences, and technology. Teachers of social studies and teachers of language arts must collaborate to select representative works. Poetry, novels, plays, essays, documents, inaugural addresses, myths, legends, tall tales, biographies, and religious and philosophical literature help to shed light on the life and times of the people. Such literature helps to reveal the way people saw themselves, their ideas and values, their fears and dreams, and the way they interpreted their own times. The end product of a social studies program is cultural literacy—the idea that the humanities are interlinked, that history is an exciting and dramatic series of events in the past that helped to shape the present versus a factual presentation of names, dates, and events.

The history of community, state, region, nation, and world must reflect the experiences of men and women and of different social, religious, and ethnic groups.

3. Social studies develops an awareness and appreciation of the multicultural and pluralistic society in which we live. The history of a community, state, region, nation, and world must reflect the experiences of men and women and of different racial, religious, and ethnic groups. Teachers need to develop an appreciation of the common historical, geographic, and cultural backgrounds as well as esteem their own and others' individual and group geographical heritages. Students need to understand that the national identity, the national heritage, and the national creed are pluralistic and that our national history is a complex story of many peoples and one nation, e pluribus unum, and of an unfinished struggle to realize the ideals of the Declaration of Independence and the Constitution.

Opportunities should be available for participation and for reflection on the responsibilities of citizens in a free society.

4. Social studies emphasizes the development of ethical, civic, and democratic values as integral elements of good citizenship. At each grade level teachers need to encourage students to reflect on the individual responsibility and behaviors that create a good society, to consider the individual role in how a society governs itself, and to examine the role of law in a society. Numerous opportunities should be provided to discuss the ethical implications of how societies are organized and governed, what the state owes its citizens, and what the citizens owe to the state. From earliest grades students should learn the kind of behavior necessary to function in a democratic setting. They should learn fair play, sharing, taking turns, and how to win and lose gracefully. They should learn how to select leaders and resolve disputes rationally. They should learn the value of due process in dealing with infractions and to respect the right of citizens to participate in government, to speak in public freely without

government coercion, to practice their own religions, to have trial by jury, to form unions, and to enjoy other basic democratic rights.

Through the study of controversial issues, students learn that judgments should be based on reasonable evidence and not on bias and emotion.

5. Social studies encourages the honest and accurate presentation of controversial issues within their historical or contemporary context. Students should try to see historical controversies through the different perspectives of participants. These controversies can best be portrayed by using original documents such as newspapers, court decisions, and speeches that represent different views. Students should also recognize that historians often disagree about interpretation of historical events and that today's textbooks may be altered by future research. Through the study of controversial issues, students should learn that people in a democratic society have the right to disagree, that different perspectives have to be taken into account, and that judgments should be based on reasonable evidence and not on bias and emotion.

Students must become familiar with the basic ideas of the major religious and ethical traditions of each time and place and the role of religion in the founding of this country.

6. Social studies acknowledges the importance of religion in human history. In studying our nation and the world, students must become familiar with the basic ideas of the major religions and the ethical traditions of each time and place. Students are expected to learn about the role of religion in the founding of this country because many of our political institutions have their antecedents in religious beliefs. Students should understand the intense religious passions that have produced fanaticism and war as well as the political arrangements (such as separation of church and state) that allow different religious groups to live amicably in a pluralistic society.

Critical thinking and problem solving skills are to be taught within the context of the curriculum.

7. Social studies includes critical thinking and problem solving skills at every grade level. Students should learn to detect bias in print and visual media; to recognize illogical thinking; to guard against propaganda; to avoid stereotyping of group members; to reach conclusions based on solid evidence; and to think critically, creatively, and rationally. They should learn to identify and consider alternative solutions, to consider the consequences of each solution, to make decisions and justify them in relationship to democratic principles, and to act based on these decisions. These skills are to be taught within the context of a curriculum that offers numerous opportunities to explore examples of both sound and unsound reasoning.

Individual learning styles and needs are met through auditory, visual, and kinesthetic activities.

8. Social studies includes varied modes of learning. The development of social studies concepts involves auditory, visual, and kinesthetic modes of learning. Each approach is as appropriate for secondary school students as it is for elementary students. Auditory learning is provided through verbal presentations, stories, and songs with verbal check for feedback and understanding. Visual learning is supported through choral reading, literature, stories and poems about a

concept; studying examples, pictures, and films which illustrate a concept; and writing reflective paragraphs, essays, and imaginative stories and poems as checks of understanding. Kinesthetic learning is enhanced through drawing and painting pictures, symbols, and class murals to illustrate a concept; role-playing, reading theatres, interviews, folk dances, and celebrations relating to a concept; and making and using terrain models, three-dimensional floor maps, models, collages, and artifacts to demonstrate a concept or point. Upon completion of a kinesthetic activity, it is essential that the student and class discuss the project and explain how the concept was shown.

A broad repertoire of learning activities challenge students.

9. Social studies uses a variety of content-appropriate teaching strategies that engage students actively in the learning process. The goals of instruction presented in this framework require varied teaching strategies for all grade levels. Sole use of the widely used lecture-recitation-class discussion method falls far short of effective social studies instruction. Reaching these goals calls for active learning in which the student is continually involved at every grade level. Debates, demonstrations, role-playing, mock elections, mock trials, and other activities that require students to interact with one another before an audience can be among the most effective ways of active learning. The use of individual and small group problem-solving assignments; research projects and reports; and well-designed homework assignments involving oral history, local history research, current events, and civic involvement are also encouraged. Such projects help students to organize tasks, meet deadlines, and otherwise work independently. Cooperative learning projects which allow students to experiment and to experience success and failure in a supportive environment are essential in the development of individual and group responsibility as well as the ability to understand the perspective of others.

Contemporary technology contributes to social studies instruction.

10. Social studies includes the use of contemporary technology. Newly emerging forms of educational technology can provide invaluable resources for the teaching of knowledges, understandings, and skills. Technology can be used to supplement instruction and to bring external information into the classroom. Students should become familiar with computer technology, including the use of word processing and the use of data bases. In addition, rich collections of visual and auditory information about societies, cultures, events, and time periods can become accessible to students through the use of video programs, laser discs, computer software, and instructional television.

Multiple strands and skills are woven into instructional themes and units.

11. Social studies facilitates the use of instructional themes and units. An integrated and correlated social studies curriculum requires the presentation of concepts and skills within meaningful context rather than as a conglomeration of

unrelated facts. The use of instructional themes and units facilitates the correlation of history; geography; and economic, social, cultural, and democratic concepts and understandings within the social studies, and provides for the meaningful application of language arts, fine arts, science, and mathematics skills and concepts as an integral part of social studies instruction.

Activities in the school and the community enlarge the classroom learning environment and help students develop a commitment to public service.

12. Social studies provides opportunities for students' participation in school and community service programs and activities. Teachers are encouraged to have students use the community to gather information regarding public issues and to become familiar with individuals and organizations involved in public affairs. Campus and community beautification activities and volunteer service in community facilities such as hospitals and senior citizen or day care centers can provide students with opportunities to develop a commitment to public service and help link students in a positive way to their schools and communities.

Planning leads to the integration of content and skills.

13. Social studies requires curriculum planning. Implementing the social studies framework requires curriculum planning that is consistent with its philosophy and goals. Planning emphasizes history with its geographic setting. Time and space, the dimensions within which people interact and societies evolve, are continuing and essential elements of social studies instruction because they also provide a matrix for integrating other content.

Planning must lead toward the integration of content and skills. The result should be a rich tapestry that combines history, geography, the humanities, economics and social-political knowledge, civic learning and democratic understandings, and skill development. These strands are not optional undertakings but are expected to become an integral part of lesson and unit planning.

Plans for implementing the framework curriculum must give adequate attention to the selection and acquisition of a variety of teaching resources. Literature, art, music, dance, and drama are vital ingredients in the curriculum, requiring that appropriate resources be assembled, developed, and used.

Inservice provides models and strategies for effective instruction.

14. Social studies requires inservice education. It is imperative that local school districts understand the importance of inservice education in the implementation of this framework. An integrated curriculum designed to provide students with a broad understanding of societies and cultures requires teachers who have a depth and breadth of knowledge commensurate to the task. These teachers must also be equipped with models and strategies for weaving multiple strands of instruction into content. This requires a teaching staff capable of presenting the results of this synthesis in a manner that enhances understanding and that leaves students

with a love for the subject and a lifelong interest in the social studies.

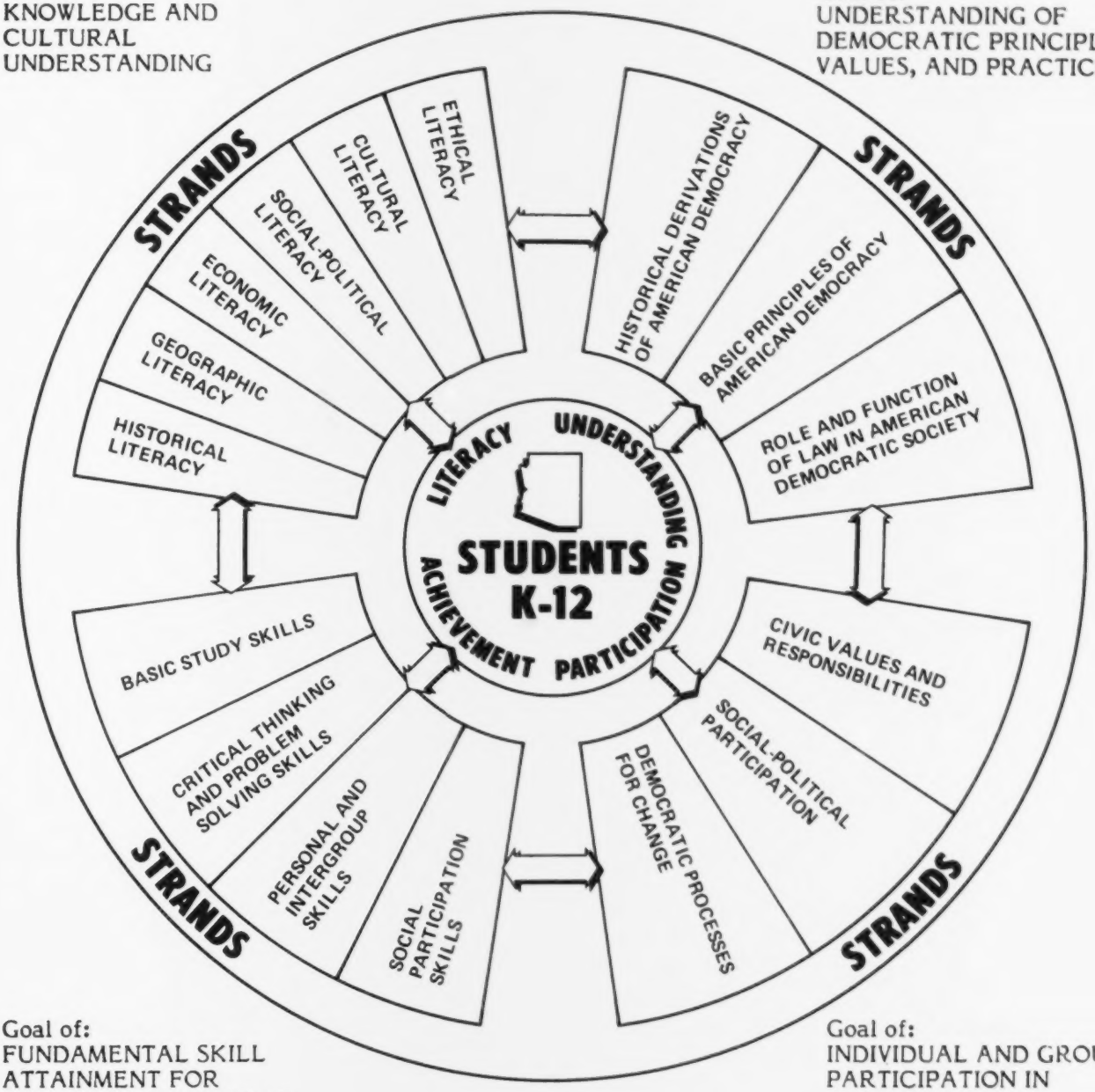
An adequate inservice education program for teachers, administrators, and curriculum specialists should contain the following elements:

- ongoing courses that provide teachers with the knowledge of the social studies curriculum content and recent research;
- the opportunity to learn about and practice a variety of content-appropriate instructional methodologies;
- models and strategies for integrating multiple instructional strands into the historical content and correlating the social studies curriculum with other disciplines. (Strategies may include team curriculum planning and team teaching.); and
- processes for selecting, creating, or adapting instructional materials for the various strands, grade levels, and levels of student ability, including technology-based resources.

ARIZONA SOCIAL STUDIES FRAMEWORK
GOALS AND CURRICULUM STRANDS

Goal of:
KNOWLEDGE AND CULTURAL UNDERSTANDING

Goal of:
UNDERSTANDING OF DEMOCRATIC PRINCIPLES, VALUES, AND PRACTICES



Goal of:
FUNDAMENTAL SKILL ATTAINMENT FOR EFFECTIVE CITIZENSHIP

Goal of:
INDIVIDUAL AND GROUP PARTICIPATION IN SOCIAL-POLITICAL AFFAIRS

ARIZONA SOCIAL STUDIES FRAMEWORK
GOALS AND CURRICULUM STRANDS

GOALS

The goals of the Arizona Social Studies Framework are presented in four broad categories. Each goal is a long-range indication of needed student competency. Each goal is intended to be broad enough so that student learning at all grade levels can contribute to its achievement.

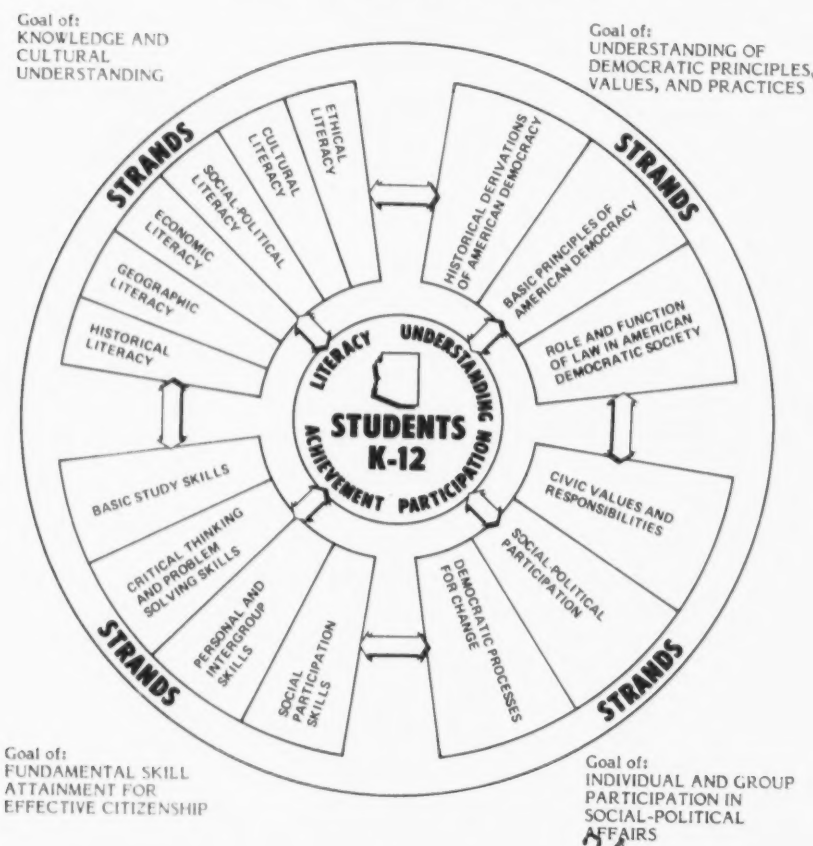
Goal 1. Knowledge and Cultural Understanding encompasses learnings from the social science disciplines and the humanities;

Goal 2. Understanding of Democratic Principles, Values, and Practices include the historical derivations and basic principles of American democracy as well as the role and function of the law in our society;

Goal 3. Individual and Group Participation in Social-Political Affairs incorporates civic rights and responsibilities, social-political action, and democratic processes for change; and

Goal 4. Fundamental Skill Attainment for Effective Citizenship includes basic study skills, critical-thinking skills, and problem-solving skills in addition to personal, intergroup, and social-participation skills that are necessary for effective living in our democracy.

ARIZONA SOCIAL STUDIES FRAMEWORK
GOALS AND CURRICULUM STRANDS



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Each goal is intended to be broad enough so that each grade level can contribute to its achievement.

None of these goals can be developed in isolation from the rest; rather they must be developed as a series of interrelated components of a comprehensive social studies program for kindergarten through grade twelve.

CURRICULUM STRANDS AND BASIC LEARNINGS

Like the warp of a fine cloth, basic learnings unify the curriculum over all grade levels.

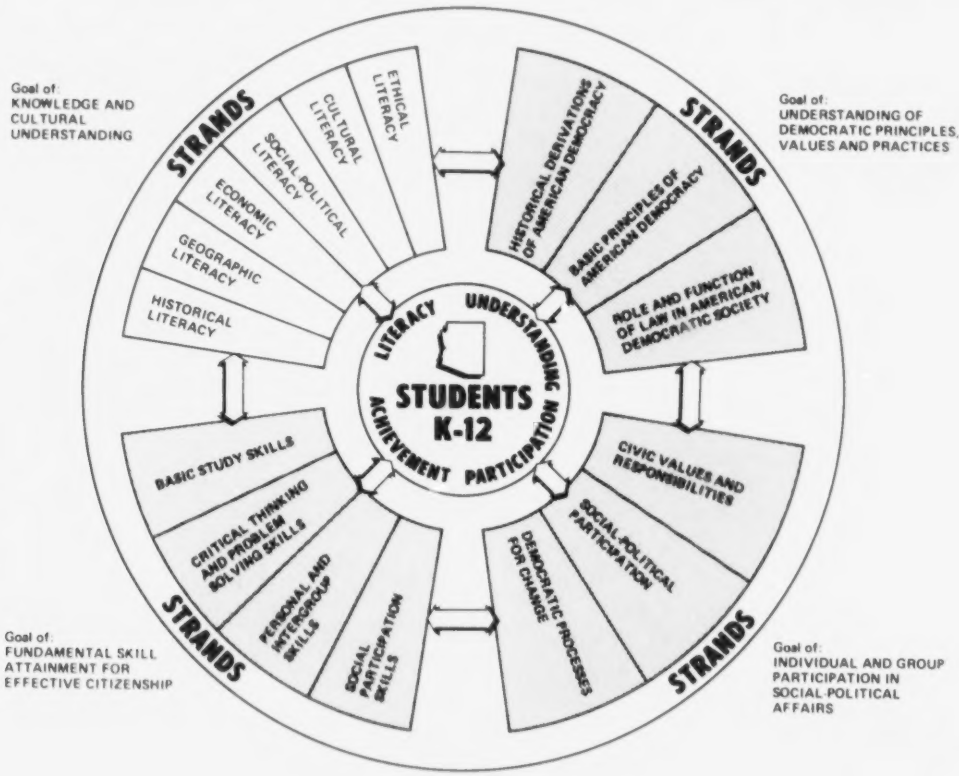
Under each social studies goal are the basic learnings which comprise the K-12 social studies program. These curriculum strands are constant in every grade level, not options to be dropped or added from one year to the next. Like the warp of a fine cloth, they unify the curriculum and provide continuity over all grade levels.

As with the social studies goals, curriculum strands cannot be considered as independent subjects for student instruction. Although students must acquire a knowledge base for understanding in each area, they also must understand the relationships among and between each strand. For example, critical thinking, problem solving, and study skills are developed through challenging studies in the social science literacy areas; cultural understandings are enhanced through study of democratic principles, values, and practices; democratic understandings are enriched through civic participation; and social-political participation requires understanding of democratic processes and civic values.

Basic learnings that serve as curriculum strands for each goal are presented in the following sections:

GOAL OF KNOWLEDGE AND CULTURAL UNDERSTANDING

The goal of knowledge and cultural understanding is best pursued by developing student literacy in the social science disciplines and the other humanities, including culture and ethics.



HISTORICAL LITERACY

Historical literacy involves understanding the flow of events.

To develop historical literacy, students should understand the flow of events of this nation's history. Students should develop a full sense of an era, not only what events occurred, but also what else was happening during that time. Students should study the conditions and circumstances that affected major events. Students should learn how major events relate to each other so that the past has meaning and is comprehensible rather than being viewed as a chaotic list of disjointed and unconnected occurrences. By examining all history as a flow of events, students are able to make critical links between past and present and develop an understanding of our national identity.

The study of history should involve the imaginative recreation of the past and a sense of what it must have been like to have been there. Emphasizing the importance of history as a story well told, teachers should strive to bring

the past to life, telling the stories of the struggles, controversies, and achievements of the men and women who lived in the past. By examining the events, economics, and political conditions at the time, students should develop a sense of historical empathy, seeing and feeling the past through the experiences of those who were there.

To comprehend human events, students need to understand the values and beliefs that lead individuals and groups to act as they did. By examining the religions, philosophies, values, and traditions of people throughout history, students gain valuable insights into the moral and ethical commitments and motivations of those individuals and groups and what influence those beliefs might have had upon history.

Historical interpretation of causal relationships is open to change.

Essential to the development of a student's historical literacy is understanding the dynamics of growth and change. Students should be able to recognize major turning points in history and evaluate their impact upon future development. Integral to the study of history is the careful examination of significant occurrences in order to understand why things happened as they have and with what consequences. Furthermore, students should understand that in a democratic society historical matters are open for debate and revision through the consideration of conflicting interpretations. They should be able to recognize these divergent viewpoints and evaluate their biases. Students should develop a keen sense of historical interpretation and learn to discern the difference between fact and opinion.

The story of Arizona provides a creative focus of education for students.

Throughout the curriculum, teachers should give careful consideration to the unique concepts, events, and individuals that are specifically important to the growth and development of Arizona and the southwestern region. Students should understand how the significant occurrences of this area fit into the broader spectrum of American history and also how the various aspects and significant occurrences of the nation have influenced the development of this region. Every effort should be made to relate the history of this area with the nation's history by consideration of the recurring themes (descriptors) in each content area. For example, when discussing the development of colonial America, it would be entirely appropriate to discuss the development of Spanish colonies in the Southwest or when discussing the political reforms of the progressive era, to examine the progressive aspects of Arizona's Constitution. By integrating the history of Arizona throughout the history of America, students can develop a comprehensible understanding of Arizona's development in its proper relationship to that of the country itself. By providing students with this unique Arizona and southwestern viewpoint, they will better understand the region's history and development and correct place in time in American history.

GEOGRAPHIC LITERACY

Students must understand the characteristics of the places in which human events occur.

To develop geographic literacy, students must understand the relationship between history and geography and how each influences the other. To fully understand the significance of historical events, students must first understand the characteristics of the places in which those events occurred. The physical characteristics of a place include its land forms and topography, locations of bodies of water, climate, soils, natural vegetation, and the indigenous animal life. The human characteristics of a place include population, patterns of movement, and settlement on the land; the ideological, religious, and philosophical beliefs of the people; and the social and political institutions they have developed.

In examining historic events, students should be able to explain how these geographic factors are related to each event. To study geography and its significant relationship to past and present history of our nation and world, students must learn a variety of geographic skills. They must learn to determine location and direction, measure distance, and interpret information from scale and legend. Furthermore, students must learn to judge the significance of these data in their relationship to the history of a place.

Students should learn to determine the significance of the location of a harbor or fertile river valley to the development of a settlement or how specific geographic features have caused growth, movement, and change across America's landscape. In addition, students should understand how people are constantly changing the geography of this environment and what implications these changes might have for future eras.

ECONOMIC LITERACY

Students must understand the basic economic problems confronting all societies.

To develop economic literacy, students need to understand the basic economic problems which confront all societies. Students should understand the problem of scarcity and how this problem requires decisions about how individuals and societies will use their productive resources. Students should understand how economic systems need to utilize their resources to the fullest and the basic economic problems of choice (determining what, how, and for whom goods are to be produced). By examination of other economic systems, students can appreciate and understand the basic economic goals, achievements, and problems that exist in our society.

Students should recognize the importance of economics in history as it has influenced the development of nations and people. They should be keenly aware of the economic factors of each era of history and why they were significant to the development of that period. Furthermore, students need to understand America's place in the international economic

system and how this position is related to and influences American foreign and domestic policy decisions.

SOCIAL-POLITICAL LITERACY

Students must understand the close relationship between social and political systems.

To develop social-political literacy, students must understand the basic structure and functions of past and present societies and of groups within these societies. They need to understand the role of the individual within groups, how groups influence individual conduct and behavior, and how the social values of a society are reflected in its political institutions.

Beginning in the elementary grades, students should recognize the family as the basic unit and primary source of fundamental knowledge of society. By examining the social structure of a community, students discover how families, communities, and groups within communities are interdependent, cooperative, and competitive. They also discover how individuals and groups work together to influence public policy, resolve conflicts, and solve common problems. They should develop a keen sense of how the social structure of a community or national influences determine individual opportunity and choice.

By the time they reach high school, students should understand the differences between democratic and nondemocratic systems as well as the critical characteristics of each. To fully understand the dynamics of social and political institutions, high school students should also analyze how societies and groups become organized, the conditions under which they become disorganized, the consequences of disorganization, and the conditions for their reorganization.

By comparing social and political structures of groups and communities as well as contemporary and past societies and nations, students develop a better understanding and appreciation of the uniqueness of the American society, its advantages as well as its imperfections.

CULTURAL LITERACY

Students should develop a multicultural perspective and an understanding of different cultures and ways of life.

Cultural literacy includes, but is not limited to, the humanities. Students need to understand that the rich, complex nature of any culture includes its history; geography; social, political, and economic structure; technology; science; laws; religion; philosophy; values; education; sports; and recreations as well as its art, music, literature, drama, dance, and artifacts.

Students must develop a multicultural perspective of the world, considering the contributions and achievements of individuals from the many ethnic and national heritages that comprise the rich diversity of our unique society. Students also need to examine the important social and cultural

aspects of each era of history to understand the values, traditions, fads, foibles, fashions, passions, thoughts, and actions of the people at that time. By doing so students can experience the full richness and broad spectrum of human achievement and endeavor that exist.

Students need to discover how culture is transmitted from place to place, how people adapt their culture to each new environment, and how cultural heritage results in variation of people within societies and nations.

From their earliest school years, students should learn that our nation is composed of people whose backgrounds are rooted in cultures around the world. Students must learn that positive interaction with others of varying backgrounds helps people to understand each other. They must develop respect for the dignity of all people, their different cultures, and ways of life.

ETHICAL LITERACY

Students should develop respect for the human dignity of all people.

Ethical literacy is a newly emphasized yet ancient body of knowledge about customs and morality. The curriculum offers many opportunities to explore human rights as an ethical issue.

To develop ethical literacy, students need to understand and recognize the sanctity of life. Respect for each person as a unique and valued individual is an ethical premise. Every individual has innate dignity. The source of human rights is based upon the ideal of popular sovereignty, limited government, and individualism. The Declaration of Independence affirms that all men are created equal and have rights to life, liberty, and the pursuit of happiness.

Students should examine major religious and philosophical traditions in western and nonwestern societies, particularly as they seek to establish standards of behavior and values.

Students need to understand that the ideas people believe affect their behavior. Early in a student's development, the connection between ideas and actions should be understood. As students study the holocaust or slavery or some other instance of inhumanity, they should recognize the ethical implications.

Students should develop a concern for ethics and human rights.

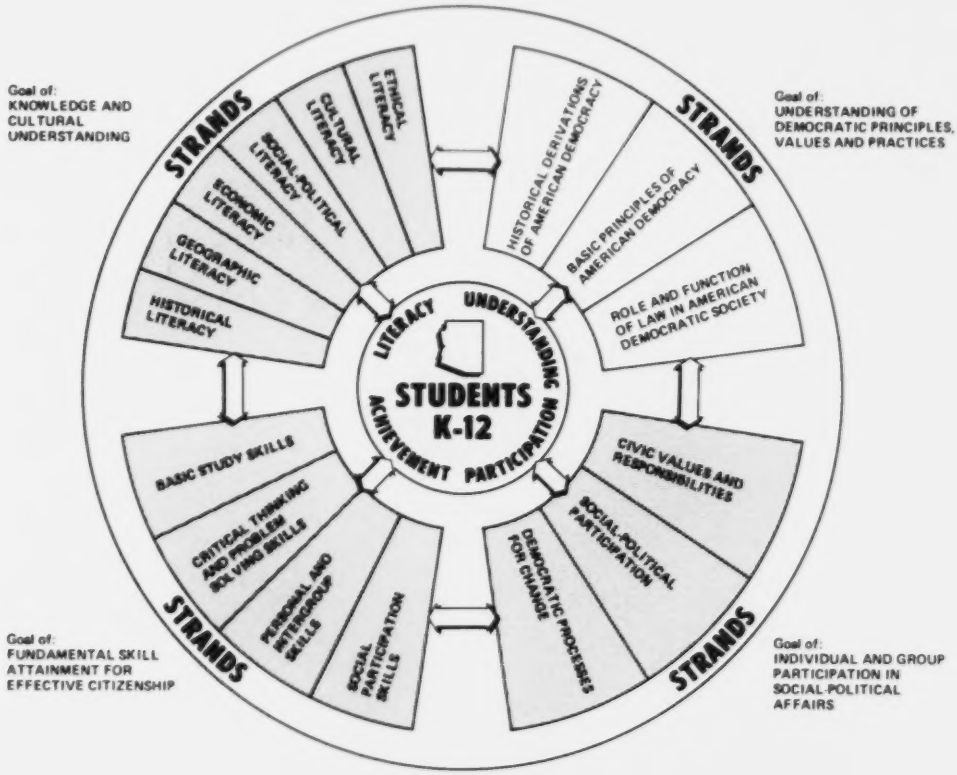
Concern for ethics and human rights is universal and represents the aspirations of men and women in every time and place. Students should be made aware of slave uprisings in very ancient times. A personal commitment to ethical standards made Mohandas K. Gandhi a leader in India.

Protection of this biosphere is an ethical idea that is being understood in different ways, especially as it impacts industry

and commerce. Government officials have established councils or committees to maintain ethical standards as they are presently understood. After World War II, the United Nations Universal Declaration of Human Rights defined the subject for world acceptance. The willingness to work for ethical literacy is a goal for student learning.

GOAL OF UNDERSTANDING DEMOCRATIC PRINCIPLES, VALUES, AND PRACTICES

The goal of understanding of democratic principles, values, and practices is centered on the essential understandings of the historical derivations of American democracy, the basic principles and values that undergird the nation's constitutional order, and the role and function of law in American democratic society.



HISTORICAL DERIVATIONS OF AMERICAN DEMOCRACY

Students must understand the constitutional basis of American democracy.

To understand the historical derivations of American democracy, students need to understand the origins of basic constitutional concepts such as representative government, separation of powers, and trial by jury. They need to develop appreciation for the guarantees provided in the Bill of Rights and for the importance of a democratic system's procedural rules that ensure due process, a free press, periodic elections, and the peaceable change of government. Students need to understand the central dilemma that confronts all societies

and the basic principles that guide the democratic resolution of that dilemma: how to endow civil government with enough power to govern efficiently and yet to limit that power to protect against the tyranny of government and its infringement on the property and liberty of individual citizens. Students need to understand how the founders of this nation struggled with these issues and, writing in the context of traditions, framed a constitution of principles that created a democratic form of government. They instituted the rule of law for the governed and those who govern and conferred the basic guarantees of a free society through such fundamental mechanisms as representative government, separation of powers, a system of checks and balances, and limitations on terms of office.

BASIC PRINCIPLES OF AMERICAN DEMOCRACY

The American creed is derived from the language and values found in the Declaration of Independence, the Constitution, and the Bill of Rights.

To have an understanding of the basic principles of American democracy, students need to understand the American creed as an ideology extolling equality and freedom. This creed is derived from the language and values found in the Declaration of Independence, the Constitution, and the Bill of Rights. Its themes are echoed in patriotic songs such as "America the Beautiful" (". . .and crown thy good with brotherhood, from sea to shining sea") and "America" (". . .from every mountainside, let freedom ring"). Students should learn the radical implication of such phrases as "all men are created equal" and study the historic struggle to extend to all Americans the constitutional guarantees of equality and freedom.

Students should learn how different minorities were treated historically and should see historical events through a variety of perspectives. They need to understand that the multicultural, multiracial, multiethnic, and multireligious character of the United States makes it unusual among the nations of the world. At every grade level students should be encouraged to develop a deep commitment to democratic values, responsible social behavior, and participation in the democratic process. By examining other, historic, nondemocratic societies, students can develop a sense of appreciation of the inherent conditions through which democracies have flourished and those conditions which have brought about their demise.

ROLE AND FUNCTION OF LAW IN AMERICAN DEMOCRACY

Students must understand the relationship between democratic society and its laws.

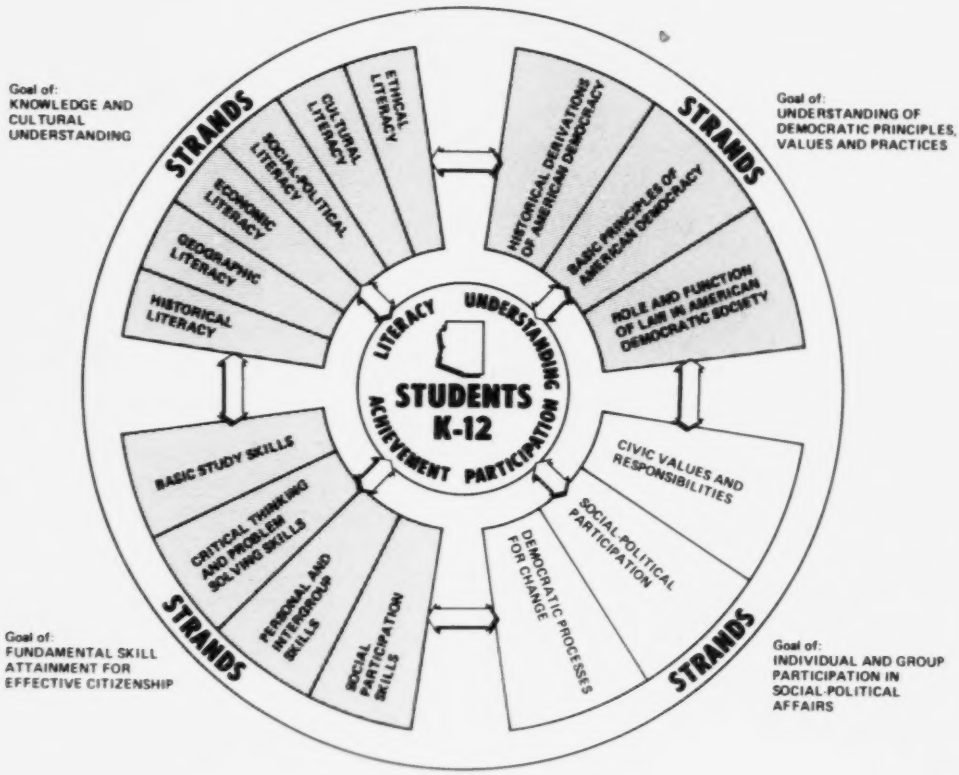
At the elementary level, students need to understand why families and groups have rules and how community, state, and national laws protect the rights and freedoms provided in the Constitution. Students should also become aware of how American court systems help individuals and groups to solve problems and resolve disagreements. By the end of their

junior high school year, students should be aware of how new laws are introduced and accepted as well as how individuals and groups can work to change existing laws in our democratic society.

To thoroughly understand the role and functions of law in our society, students should examine the role of the courts as a major element in the democratic process. They should concentrate on how the courts have interpreted the Bill of Rights over time with emphasis on themes such as due process of law and equal protection as guaranteed by the Fourteenth Amendment. Whenever possible, teachers and students should understand the kinds of controversies that have arisen because of challenges or differing interpretations of the Bill of Rights. Units and themes should be organized around case studies of specific issues such as the First Amendment's cases on free speech, religious liberty, separation of church and state, academic freedom, and the right of assembly. Supreme Court decisions may be debated or simulated in the classroom, following readings of original source materials including significant excerpts from the specific cases. Students should understand not only that rights and societal interests were in conflict but also that each case involved real people and that our present laws have resulted from the debates, trials, and sacrifices of ordinary people.

GOAL OF INDIVIDUAL AND GROUP PARTICIPATION IN SOCIAL-POLITICAL AFFAIRS

The goal of individual and group participation in social and political affairs includes qualities and responsibilities required of citizens in American democracy as well as the processes through which democratic governments are maintained and lost.



CIVIC VALUES AND RESPONSIBILITIES

Students must understand the qualities and individual responsibilities required of citizens in a democracy and in the world.

Students must develop understanding of the qualities required of citizens in a democracy. They need to understand, for example, that a democratic society depends on citizens who will take individual responsibility for their own ethical behavior, control inclinations to aggression, and attain a certain level of civility on their own by choosing to live by certain higher rules of ethical conduct. Students need to understand why a democracy needs citizens who value give-and-take on issues, and who seek the middle ground on which consensus and cooperation can flourish. Civil responsibilities include international obligations.

Students also need to understand that the democratic process ensures fair play for its citizens. Thus, one can gracefully accept the loss of a debate or an election on the certain knowledge that there is always the chance to compete

again. These are essential insights for students to acquire because they are the basis for peaceful elections in a democracy, for the orderly transfer of power, and for the readiness of winners and losers alike to join ranks behind the candidate elected in a fair contest. Finally, students need to develop a deep and abiding commitment to democratic values in their individual and social behavior.

Students need to develop appreciation for the informed commitment a democracy requires of its citizens to maintain its basic freedoms. They need to understand that critical thinking and independence of mind are essential characteristics of citizens in a free society. Education develops the critical intelligence necessary for good citizenship. Students need to understand the importance to a democracy of citizens who are willing to participate actively in government, think critically and creatively about issues, confront the unresolved problems of the society, and work through democratic processes toward the fuller realization of its highest ideals in the lives and opportunities of all its citizens.

SOCIAL-POLITICAL PARTICIPATION

American democratic government depends on the informed commitment and active participation of its citizens.

While the ability to work with others is an asset in any society, it is a requirement for citizenship in democracy. Democratic government depends on citizens who are actively involved as well as informed. Civic competence requires the skills that make joint effort and effective cooperation possible. It also requires a willingness to work for the common good. To participate effectively in society, students need to develop an ability to identify issues that require social action. They need a commitment to accept social responsibilities associated with citizenship and willingness to work to influence those in political power to preserve and extend justice, freedom, equity, and human rights. They should exhibit a willingness to assume leadership roles in clarifying goals and mobilizing groups for political action and to accept the consequences of personal actions.

DEMOCRATIC PROCESSES FOR CHANGE

The full realization of American democratic ideals rests in the hands of today's youth.

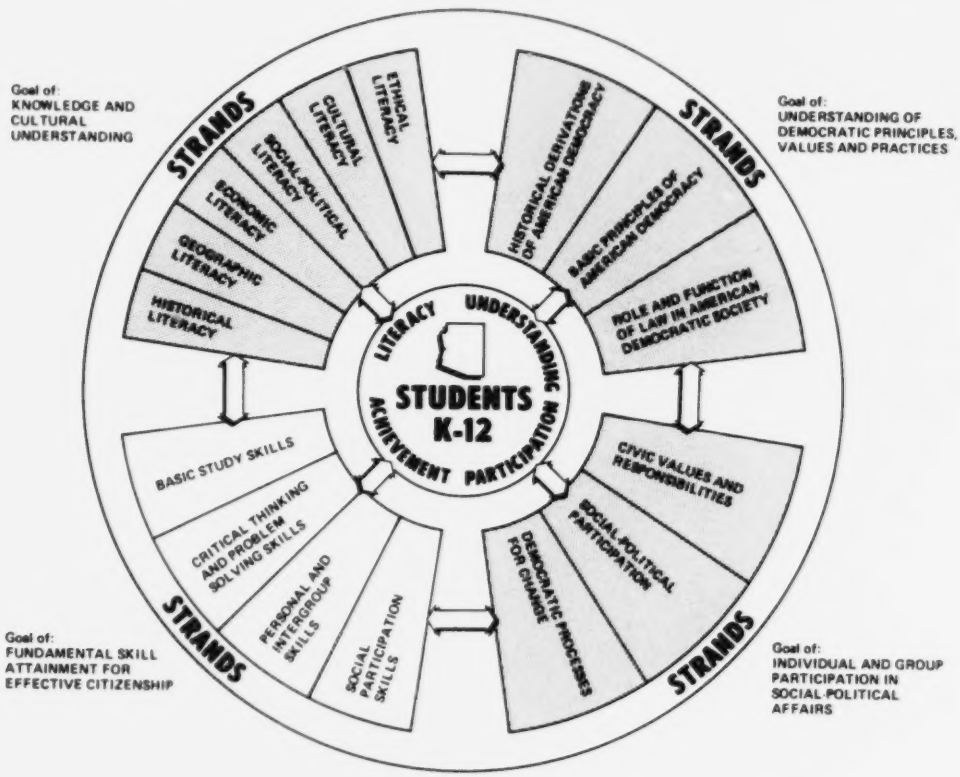
Students need to understand the inherent strength of the democratic system and to recognize the process for change. Democracy is a gift that is lost through the erosion of democratic protections, through lack of effective leadership and governance; through indifference of citizens to their rights and responsibilities under the Constitution or Bill of Rights, through lack of will or courage, through selfishness and alienation; and through usurpation of power by tyrants or antidemocratic extremist groups.

Students need to develop appreciation for an informed commitment that a democracy requires of its citizens to maintain its basic freedoms. Through study they need to

learn that the American story is still unfinished, for it is a story of ideals and aspirations that have not yet been realized. It is a story that is in the making; its main characters are today's students, their parents, and their friends. Unlike other historical events that are wholly in the past, this is a story whose beginning can be traced to the nation's founding and whose outcome rests in the hands of today's youth who are tomorrow's citizens and leaders.

GOAL OF FUNDAMENTAL SKILL ATTAINMENT FOR EFFECTIVE CITIZENSHIP

The goal of fundamental skill attainment for effective citizenship is best pursued by developing students' social participation skills, personal and intergroup skills, critical thinking and problem-solving skills, and the basic study skills. As a major conduit by which the democratic heritage is passed to each new generation, the social studies curriculum must promote the learning of skills that lead to civic competence.



SOCIAL PARTICIPATION SKILLS

Among the social participation skills that students should develop are the ability to identify issues that require social action, commitment to accept social responsibilities associated with citizenship, and the ability to communicate ideas and information by speech, writing, and gestures. There should be a willingness to volunteer and make contributions of

personal time, talents, and skills in the community and school and to accept the consequences of an individual's actions.

PERSONAL AND INTERGROUP SKILLS

Among the personal skills that students should develop are sensitivity to the needs, problems, and aspirations of others, and the ability to express personal convictions. Students need to recognize value in individuals different from themselves and groups different from their own. They need to learn to work effectively with others, to give and accept responsibility, and to respect the rights and property of others.

Among the intergroup skills that students should develop are willingness to listen to the differing viewpoints of others; ability to participate in decision making; and to set goals, plan, and take action in a group setting. They also need to assume both leader and subordinate roles; develop skills of persuading, compromising, debating, negotiating, and resolving conflicts; and to confront controversial issues in ways that work toward reasoned solutions free of aggressions that destroy group relations.

CRITICAL THINKING AND PROBLEM SOLVING SKILLS

The ability to think critically is an essential attribute of good citizenship in a democratic society.

To develop critical thinking and problem solving skills, students must learn to question the validity and meaning of what is read, heard, thought, and believed without judgment until the truth of a statement can be critically evaluated. Students need to define and clarify problems.

Included in these skills is the ability to identify central issues, to determine whether information is relevant, to make distinctions between verifiable and unverifiable information, and to formulate appropriate questions leading to a deeper and clearer understanding of an issue. In order to judge information related to a problem, students need the ability to distinguish between fact and opinion. They need to be able to determine whether statements are consistent with the content from which they are taken; to identify unstated assumptions; and to recognize stereotypes, cliches, biases, propaganda, and semantic slanting. Students need the ability to solve problems and draw conclusions by thinking through and articulating ideas. They should also be able to identify reasonable alternatives for the solution; to test conclusions or hypotheses; and to predict probable consequences of an event, a series of events, or a policy proposal.

BASIC STUDY SKILLS

Basic study skills make formal education possible.

Basic study skills are necessary in order to acquire knowledge. The most basic skills of the social studies curriculum involve obtaining information and judging its value, reaching reasoned conclusions based on evidence, and

developing sound judgment. The skills also include the ability to discuss and debate and the ability to write a well-reasoned and well-organized essay. These skills are outcomes of a well-constructed program and they take time to practice and develop. The basic skills of social studies include the ability to:

- acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials;
- locate, select, and organize information from written sources such as books, periodicals, government documents, encyclopedias, and bibliographies;
- retrieve and analyze information by using computers, microfilm, and other electronic media;
- read and interpret maps, globes, charts, tables, diagrams, models, pictures, and political cartoons;
- understand the specialized language used in the social science disciplines; and
- organize and express ideas clearly in writing and in speaking.

SOCIAL STUDIES ESSENTIAL SKILLS

INTRODUCTION TO THE SOCIAL STUDIES ESSENTIAL SKILLS

In 1985, the State Board of Education initiated the requirement for the formation of a committee to develop essential skills in the required subjects for promotion from grade 8 and graduation from grade 12 (R7-2-303). The essential skills developed by the 27 members of the Social Studies Committee are presented in the second column of the pages that follow. The skills are given for the end of grade 3, grade 6, grade 8, and grade 12 and are intended to be sufficiently encompassing to guide local school districts in designing curriculum and instruction to fit their specific needs.

The four-column presentation of the essential skills is as follows:

- GOALS AND STRANDS — The goals and strands refer to the framework and wheel of the Essential Skills document. Note that the essential skills listed in column two have as their foundation the goals and curriculum strands contained in the social studies framework; goals and curriculum strands cannot be considered as independent subjects for instruction.

- ESSENTIAL/EXIT SKILLS — These are the basic outcomes which comprise the K-12 social studies program and are the core skills that every school district in the State must address as it develops curriculum and instructional programs over the next six years.

- CONTENT AND DESCRIPTORS — These are suggested instructional themes/topics that social studies teachers should address as their students master the essential skills. These are not mandated topics, but ideas that were generated by committee members and resource teachers as they developed the essential skills document.

- INSTRUCTIONAL STRATEGIES/RELATED CONCEPTS — The listing indicates some suggested ways of presenting the essential skills. In some cases, the committee suggested related concepts which would help clarify or expand on the essential skills. These strategies show possible ways to engage students in active participation as they learn the essential skills.

The essential skills column (column two) is the critical component of this document. District and school administrators and teachers are responsible for carefully studying these essential/exit skills and developing appropriate curriculum/instruction and/or adopting current curriculum/instruction to fit the essential skills revision.

SOCIAL STUDIES ESSENTIAL SKILLS (K - 3)

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
KNOWLEDGE AND CULTURAL UNDERSTANDING Historical Literacy Geographical Literacy Economic Literacy Social-Political Literacy Cultural Literacy Ethical Literacy UNDERSTANDING OF DEMOCRATIC PRINCIPLES, VALUES, AND PRACTICES Basic Principles of American Democracy Role and Function of Law in American Democratic Society Historical Derivation of American Democracy INDIVIDUAL AND GROUP PARTICIPATION IN SOCIAL-POLITICAL AFFAIRS Democratic Processes for Change Social-Political Participation Civic Values and Responsibilities FUNDAMENTAL SKILL ATTAINMENT FOR EFFECTIVE CITIZENSHIP Social Participation Skills Personal and Intergroup Skills Critical Thinking and Problem-Solving Skills Basic Study Skills	**By the end of grade three, students will be able to:** 1. Describe how various cultures have contributed to the development of the United States. 2. Name and explain the significance of national holidays, feasts, and festivals. 3. Participate in school clubs and community improvement projects. 4. Describe and compare land and water masses in their environment. 5. Identify and explain ways people adapt to their environment in different climates of the world. 6. Name and describe technological advances which help people adapt to their own and other environments. 7. Locate and compare the relative size of places on a simple map. 8. Tell how a globe represents the (spherical) shape of the earth. 9. Identify natural and man-made features represented by symbols and colors on a map and globe. 10. Use directions to identify locations of objects and places on a map and globe.	Historical Literacy American Studies and History Arizona Studies and History Local Studies and History Geographic Literacies Place Location Human and environmental relationships Movement Regions Economic Literacy Goods and services Needs and wants Scarcity Social-Political Literacy Family Community Customs	**Instruction for grades K-3 may include:** how people lived in the early American colonies including stories, games, and festivals they enjoyed; the work children and families were expected to do; their religious practices; and dress, manners, and morals expected of family members at that time; biographies, stories, and poems about leaders and patriots of the American Revolution; authors and signers of the Declaration of Independence and the Constitution; classic legends, folk tales, and stories of pathfinders, frontier heroes . . .; symbols and sayings that represent American democracy and values, e.g., American Flag, Pledge of Allegiance, Liberty Bell, Statue of Liberty, bald eagle, Uncle Sam, *e pluribus unum*; the National Anthem and other songs and poems that honor our country and reflect its ideals, e.g., America, America the Beautiful, The New Colossus (Statue of Liberty); physical characteristics of a place that distinguishes it from other places, e.g., landforms, water bodies, climate, soils, natural vegetation, and animal life; absolute locations and cardinal/intermediate directions on maps and globes and distances between places and the interpretation of information through legends, scales, and symbolic representation;

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GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
	11. Name and classify goods and services and give examples of how the communities depend on each other for goods and services. 12. Observe and predict causes and results of land, water, and air pollution. 13. Describe similarities and differences in family customs, traditions, and religions, and the multicultural/ multiethnic nature of the American people. 14. Explain how family, community, and school experiences affect each individual in the group. 15. Identify groups that make up a community and describe how individual and group needs are met through cooperation of people in the community. 16. Name and describe the location of their community and of other communities on a city and state map. 17. Identify school and community laws and rules that protect the rights and property of individuals and groups. 18. Demonstrate group participation skills. 19. Research and organize, either orally, visually, or in writing a social studies presentation.		relative locations of places and people and the significance of relative location to cultural and economic development of human groups; ways humans modify or adapt to their natural environment in order to fulfill their basic needs and wants; the concept of regions as areas of study which are defined on the basis of one characteristic or combination of selected characteristics; stories and poems about children and people who live in different geographical settings and in different parts of the world; the interpretation of location through the use of latitude and longitude grids; trade and exchange services between individuals and groups in a democratic society; the importance of technology in the production and distribution of goods and services; pollution and conservation of natural resources; consumer aids in shopping and how mathematics is used to make wise consumer decisions; ways in which groups within communities are interdependent and cooperative; how communities and groups within communities work together to influence public policy, resolve conflicts, and solve common problems;

SOCIAL STUDIES ESSENTIAL SKILLS (4 - 6)

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
KNOWLEDGE AND CULTURAL UNDERSTANDING Historical Literacy Geographical Literacy Economic Literacy Social-Political Literacy Cultural Literacy Ethical Literacy UNDERSTANDING OF DEMOCRATIC PRINCIPLES, VALUES, AND PRACTICES Basic Principles of American Democracy Role and Function of Law in American Democratic Society Historical Derivation of American Democracy INDIVIDUAL AND GROUP PARTICIPATION IN SOCIAL-POLITICAL AFFAIRS Democratic Processes for Change Social-Political Participation Civic Values and Responsibilities FUNDAMENTAL SKILL ATTAINMENT FOR EFFECTIVE CITIZENSHIP Social Participation Skills Personal and Intergroup Skills Critical Thinking and Problem-Solving Skills Basic Study Skills	**By the end of grade six, students will be able to:** 1. Describe and explain significant events that led to the development of Arizona as a part of Mexico, as a U.S. territory, and as a state. 2. Describe and explain significant events in the establishment of America as an independent nation. 3. Identify individuals and groups and the contributions they made to our state and nation. 4. Identify and describe American artifacts, customs, traditions, and documents which are based on or have been inherited from other cultures. 5. Describe and compare ancient and modern civilizations of Europe, Asia, Africa, and the Middle East. 6. Describe and compare patterns of physical and cultural geography that pertain to different regions of the world. 7. Explain how the geographical features of a country or region influence its settlement and culture, and its utilization of natural resources.	History Literacy American Studies and History Arizona Studies and History Local Studies and History Geographic Literacy Place Location Human and Environmental Relationship Movement Regions Economic Literacy Needs, wants, scarcity, and choice Production, consumption, distribution, and opportunity cost Resources Specialization Interdependence Supply and demand Conservation; pollution Consumer education Social-Political Literacy	**Instruction for grades 4-6 may include:** circumstances that led to the Declaration of Independence; major events in the Revolutionary War; reasons why people moved westward; the influence of geography on the routes people used and places people settled; the daily lives and physical dangers people faced on the frontier; viewpoints of American Indians who occupied areas of westward migration; reasons for their concerns and the ultimate result of the encroachment of their land; survey of the history of Arizona, including the regional geography of the state, pre-Columbian cultural groups, settlements, and people; exploration and establishment of missions, ranches, mining settlements, and towns; impact of Mexico's independence from Spain; territorial development and conflicts, statehood, and the daily lives of the people who helped to build Arizona during these times; prehistoric peoples and survey of ancient societies of the Near East and Africa; the ancient Hebrew civilizations; Greece, Rome, and the classical civilizations of India and China; developmental time-lines showing the chronology of Arizona and United States history in addition to events happening before, after, and at the same time in other parts of the world.

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
	8. Explain how the geographical location of the United States and Arizona contributes to their position and influence in world trade and affairs. 9. Identify and define basic economic concepts, scarcity, opportunity cost, supply and demand, land, labor, and capital. 10. Identify the major industries that contribute to the current economy of Arizona. 11. Describe and compare the economic development and activities of different countries or regions of the world and why trade is essential. 12. Identify and describe social issues that are important in the state, nation, and world today and how people work together to address them. 13. Demonstrate respect for each person as a unique and valued individual and how our nation is a multicultural, multiethnic population. 14. Identify and/or describe ideas, customs, religions, and inventions in our society that have been transmitted or adapted from other cultures.		the concept of regions as areas of study which are defined on the basis of one characteristic or combination of selected characteristics; the study of major geographical regions of the Western and non-Western worlds; the use of a variety of types of map projections and special-use maps; ways in which mathematics is used in the study of maps and globes; the influence of geography in current world events; growing interdependence and global complexity of our modern world; ways in which people move from place to place; communicate with each other; and rely upon products, information, and ideas that come from beyond their immediate environment; basic economic concepts of human needs and wants; scarcity and choice; goods and services; producers, consumers, specialization, natural, human, and capital resources; supply, demand, and opportunity cost; economic goals of American democratic society, e.g., freedom of choice, equity, full employment, growth, and stability; the importance of technology in the production and distribution of goods and services;

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
	15. Name and describe the contents of national documents from which American democratic rights, freedoms, and ideals are derived. 16. Identify the rights of the individual in our democratic society and explain how these rights guide public and private decision making. 17. Describe how laws and the election process policies are adapted to meet changing needs of the society. 18. Identify responsibilities people have to American democratic society; assume a responsible role in classroom or school activities. 19. Research and identify issues that require social action and take part in the solution(s). 20. Demonstrate skills of persuasion and debate by taking a controversial issue and work toward reasoned solutions.		major economic activities of Arizona and the United States, past and present; situational factors that influence consumer behavior; geographical and cultural factors that influence economic behavior of individuals and societies; major social issues of our society, including current events related to civil rights, equal education opportunity, crime, and poverty; basic ideals of American democracy. e.g., freedom, justice, equity, brotherhood, dignity, and worth of all people; the historical setting of the Declaration of Independence and the Constitution; rights and freedoms guaranteed in the United States Constitution, e.g., freedom of religion, speech, press, assembly, and petition to the government, right of fair arrest, due process, speedy trial, and trial by jury; freedom from unreasonable search, double jeopardy, self-incrimination, cruel punishment, slavery, and servitude; meaning of the statements . . . "all men are created equal"; "governments derive their just power from the consent of the governed;" ways in which people can work to change laws in American society;

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
			the importance of the right to vote; essential characteristics of citizens in American democracy; e.g., critical thinking, openness of mind, willingness to participate in government and civic affairs, willingness to confront problems and issues, willingness to work through democratic processes; responsibilities of citizens in American democracy: - safeguard their freedoms and those of others - value the nation's diversity - work for change within the framework of the law - contribute to the welfare of the community essential social and political participation skills: - ability to identify issues that require social action - willingness to work to influence those in power to preserve and extend justice, freedom, equity, and human rights - willingness to assume leadership roles - willingness to accept consequences of one's own actions.

AMERICAN/ARIZONA HISTORY AND GEOGRAPHY (7 - 8)

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
KNOWLEDGE AND CULTURAL UNDERSTANDING Historical Literacy Geographical Literacy Economic Literacy Social-Political Literacy Cultural Literacy Ethical Literacy UNDERSTANDING OF DEMOCRATIC PRINCIPLES, VALUES, AND PRACTICES Basic Principles of American Democracy Role and Function of Law in American Democratic Society Historical Derivation of American Democracy INDIVIDUAL AND GROUP PARTICIPATION IN SOCIAL-POLITICAL AFFAIRS Democratic Processes for Change Social-Political Participation Civic Values and Responsibilities FUNDAMENTAL SKILL ATTAINMENT FOR EFFECTIVE CITIZENSHIP Social Participation Skills Personal and Intergroup Skills Critical Thinking and Problem-Solving Skills Basic Study Skills	**By the end of grade eight, students will be able to:** 1. Explain the contribution of individuals and groups to the history, geography, social-political, cultural, and ethical development of Arizona and the United States. 2. Identify major turning points in American and Arizona history. 3. Identify the cause and effect of major events in American and Arizona history during each time period. 4. Describe the development and accessibility of geographic regions of North America. 5. Explain the significance of the environment and how people adapt. 6. Explain the development of technology in American/Arizona history. 7. Explain how geographic regions develop and change. 8. Identify principles in American justice and political system as expressed in major documents. 9. Examine significant cultural and ethical developments.	I. Review of Colonial America Exploration and discovery Native American cultures Settlement Migration Freedom and liberty Enlightenment Opportunity Decline of mercantilism Imperial Britain Prominent personalities Understanding Arizona II. Review of Revolutionary Era Great war for empire Declaration of Independence Articles of Confederation Northwest Ordinance Framing and ratifying the Constitution Launching the new government Prominent personalities Understanding Arizona	**Students may use a variety of learning techniques to:** construct a timeline to illustrate major events occurring over time; present information through the lecture method and questioning techniques; prepare charts highlighting significant events during each time period; examine historic artifacts to understand the relationship between the past and present; examine and evaluate primary documents and primary source materials of each time period; use role playing to reenact major historical events; examine the cultural contributions of each time period; utilize journals; read biographies, diaries, and journal recordings of people throughout history; complete family history projects to lead to greater understanding of history; prepare a list of community resources including museums, tours, guest speakers, and historical sites;

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
	10. Develop basic study skills, critical thinking and problem-solving skills, personal and intergroup skills, and social-participation skills. 11. Identify specific political and civic activities for group and individual participation. 12. Relate major economic and technological developments in American and Arizona history.	III. Building a Nation Westward movement Trade and commerce Factory system Transportation Monroe Doctrine Louisiana Purchase Party system War of 1812 Judicial review Gold rush Public education and the emergence of Uncle Sam Prominent personalities and groups Understanding Arizona IV. Sectionalism and the Civil War Addition of new states Roots of sectionalism Abolition Compromise Succession War Reconstruction Prominent personalities Understanding Arizona	set up debates to examine historical issues; establish small cooperative groups to research major scientific and technological developments of each era; utilize the audiovisual materials which are made available through the district, state, public television, and business; utilize computer programs and software which are available for the study of history and social studies; assign group projects to study aspects of history; use case studies to understand specific events; study the literature, art, and architecture of each era; utilize geographic concepts to study the relationship between history and geography and how each influences the other; utilize geographic skills to enable the study of the relationship between history and geography; utilize process skills including comparing/contrasting, data gathering, analyzing, predicting information, hypothesizing, synthesizing, and evaluating to study history; utilize group discussion for the examination of major historical issues and events; conduct demonstrations to teach history.

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
		V. Nation Transformed Triumph of the Union Westward movement Growth and domination of industry Immigration Urbanization End of the frontier Unionization Science and education Intellectual ferment Emergence as a world power Prominent personalities Understanding Arizona VI. 20th Century America Economic imperialism Reform Prosperity and depression War Cold war Civil rights Prominent personalities Understanding Arizona	

GOVERNMENT/CITIZENSHIP IN ARIZONA AND THE UNITED STATES (7 - 8)

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
KNOWLEDGE AND CULTURAL UNDERSTANDING Historical Literacy Geographical Literacy Economic Literacy Social-Political Literacy Cultural Literacy Ethical UNDERSTANDING OF DEMOCRATIC PRINCIPLES, VALUES, AND PRACTICES Basic Principles of American Democracy Role and Function of Law in American Democractic Society Historical Derivation of American Democracy INDIVIDUAL AND GROUP PARTICIPATION IN SOCIAL-POLITICAL AFFAIRS Democratic Processes for Change Social-Political Participation Civic Values and Responsibilities FUNDAMENTAL SKILL ATTAINMENT FOR EFFECTIVE CITIZENSHIP Social Participation Skills Personal and Intergroup Skills Critical Thinking and Problem-Solving Skills Basic Study Skills	**By the end of grade eight, students will be able to:** 1. Explain the need for government and law in a society. 2. Discuss the fundamental documents of the U.S. Government. 3. Describe the powers of the three branches, who heads each, and how each power is checked by the other branches. 4. Explain the workings of the Arizona legislative, executive, and judicial branches of government. 5. Define the structure and function of local government and its effects on our lives. 6. Identify civic issues and define individual participation and responsibility. 7. Explain the value of all members of a society respecting the rights of individuals. 8. Identify criteria on which to base judgments about decision-making and problem-solving processes. 9. Differentiate between civil and criminal laws and their effects on society.	I. Government Levels Needs Various other systems Principles Federalism Branches Separation of powers Guarantees in constitution Arizona government Tribal government II. Public Issues Monitoring work of government officials Study of issues in the classroom Self-analysis of issues III. Responsibility of Citizens Voting Serving our community, state, and nation Role in decision making Working effectively in groups to solve problems Working to guarantee our rights and privileges Serving on juries Paying taxes Participation in political parties Holding public office	**Students may use a variety of learning techniques to:** construct charts to illustrate the levels and branches of government; invite speakers from local government to speak to classes; obtain printed materials from the League of Women Voters to teach government; prepare simulations to learn about government; establish debate teams to study and debate public issues; utilize process skills including analysis, evaluating, synthesizing, and hypothesizing to study public issues; utilize simulations to examine public issues; invite speakers from governmental agencies to speak with the class; identify and correctly use inferences, facts, opinions, and value judgments; become acquainted with decision-making grids; establish small cooperative groups to research and discuss citizenship responsibilities; research quality circle methods of decision making;

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
	10. Define the purpose and function of the United States Court System. 11. Explain the function of law enforcement and corrections. 12. Describe the procedures of the juvenile court system.	IV. Law Reasons for law Principles of law Criminal law Civil law V. Courts Types Procedures Jobs Enforcement Corrections Juvenile Justice	utilize the case study method to study law; utilize a law-related journal to obtain teaching ideas and strategies; obtain materials from community organizations to teach about law; obtain audiovisual materials from the school district, state, public television, and business; participate in mock trial competitions to learn more about the courts; invite guest speakers from law-related fields to speak with classes.

WORLD HISTORY/WORLD GEOGRAPHY (9 - 12)
HISTORY

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
KNOWLEDGE AND CULTURAL UNDERSTANDING Historical Literacy Geographical Literacy Economic Literacy Social-Political Literacy Cultural Literacy Ethical Literacy UNDERSTANDING OF DEMOCRATIC PRINCIPLES, VALUES, AND PRACTICES Basic Principles of American Democracy Role and Function of Law in American Democractic Society Historical Derivation of American Democracy INDIVIDUAL AND GROUP PARTICIPATION IN SOCIAL-POLITICAL AFFAIRS Democratic Processes for Change Social-Political Participation Civic Values and Responsibilities FUNDAMENTAL SKILL ATTAINMENT FOR EFFECTIVE CITIZENSHIP Social Participation Skills Personal and Intergroup Skills Critical Thinking and Problem-Solving Skills Basic Study Skills	**By the end of grade 12, students will be able to:** 1. Explain contemporary, social, economic, or political practices of an existing civilization through the contributions of past civilizations. 2. Identify political and economic interactions between nations during given periods of time and explain these interactions (Colonialism, mercantilism, militarism, self-determination, etc.). 3. Trace the growth and development of the arts and literature of a culture or a region over time. 4. Choose historical events that relate to one another and use them to predict probable future events. 5. Explain how the geography of a region affected the development of the region's culture or the historical events that took place in that region. 6. List historical and geographic background information and use this to explain three major contemporary world events. 7. Give examples of cultural transmission of ideas which are passed to and used by different cultural groups.	I. Ancient Time Government–theocracy, monarchy Economic–subsistence, agriculture, and trade Cultural/Social–literature, art, architecture, class systems Ethical/Religious–polytheism, monotheism, Taoism, Judaism Geographic–location, use of rivers II. Classical World–Western Government–oligarchy, democracy, republic Economic–agriculture, maritime, commerce Cultural/Social–Aristotle, Socrates, Plato, drama, architecture Ethical/Religious–mythology, polytheism, Christianity Geographic–location, climate, use of land forms III. Classical World–Eastern Government–theocracy, monarchy Economic–subsistence, agriculture, trade Cultural/Social–isolationists, caste system, drama, architecture Ethical/Religious–Taoism, Confucianism, Buddhism, Hinduism	**Students may use a variety of learning techniques to:** identify/synthesize the evidence of prehistoric change through archaeological findings; use several techniques to show government's role to further the social system; e.g., Hammurabi, Abraham, Moses, Pericles, and Asoka; trace the effect on cultural values and social systems as trade expanded; analyze development of language and computation as found in early sites; compare/contrast how early people behaved and explained unknown phenomena; compare the individual contributions made by beginnings of civilization in Egypt, Mesopotamia, and Cush; inquire about the effects of the inventions of the wheel, plow, irrigation, and writing and show how progress builds on past experience; analyze the early foundations of Hebrew, Greek, and Egyptian civilizations through the guiding beliefs held by those who left documentation; explore the writing of classical writers to identify the status of a person and the relationship of the individual to society; trace the movement of people in the Eastern Hemisphere;

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
	8. Trace the historical development of at least one major issue. 9. Compare the development and structure of two of the world's religions.	III. (continued) Geographic–location, climate, land forms IV. Early African History Government–tribes, lineages, theocracy, empires Economic–farming, herding Cultural/Social–wood carving, tribal government, pastoral society Geographic–river, rain forests, deserts, rift valleys V. Early Pre-Columbian History Government–empires; Olmec, Totihauchan, Five Nations Economic–farming, fishing Cultural/Social–American Indian inventions Ethical/Religious–theocracy Geographic–location, climate, land forms VI. Middle Ages–Europe (500-1500) Government–feudal kingdoms, countries Economic–manor system, guild, city leagues, commerce	establish the reasons for population growth in specific places; demonstrate through the use of stories, fables, and myths how trade with the "outside" world brought change and growth; compare/contrast major ethical forces, and their effects on the growth of society; analyze the effect distance and terrain have on language/information and goals of government; demonstrate an awareness of prehistoric peoples' place on the historical timeline; explore literature to compare the cultures of the Kingdom of Cush and ancient Egypt; describe, explain, compare, and contrast the cultural differences in various parts of Africa–mentioning the art, sculpture, literacy, and behavior in "pre-western" time; show how geography effects the development of a specific culture; analyze Joseph Bronowski's statement "People do what they do best"; show the influences of theocratic government on history; analyze isolation as a force in development and contrast with the effect of a dense population;

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
		VI. Middle Ages–Europe (continued) Cultural/Social–Gothic architecture, social order, Crusades Ethical/Religious–Roman Catholic, Orthodox Geographic–location, climate, land forms	describe, compare, and evaluate the development of feudalism; relate societal groups to the system through folklore and myth, or literature; describe the guild system and compare it to today's labor organizations; locate major religious places and discuss their roles in the communities;
		VII. Middle Ages–Middle East (500-1500) Government–emperor, theocracy, caliph, sultan Economic–trade, caravan Cultural/Social–Cyrillic alphabet, Arabic numerals, architecture Ethical/Religious–Orthodox, Islam Geographic–location, climate, land forms	show how Chaucer's *Canterbury Tales*, *Beowulf*, and *Bayeaux Tapestry* reflect medieval society; trace trade routes, identify varied interests and trade goods involved; consider the transportation and communication available; analyze the effects on the society; explain development of the university;
		VIII. Middle Ages–Far East (500-1500) Government–theocracy, emperor Economic–feudalism, maritime, commerce Cultural/Social–art, architecture, drama Ethical/Religious–Confucianism, Taoism, Shintoism Geographic–location, climate, land forms	describe the development of government (tribal, clan, city/state); describe the impact of trade on art and science; describe, compare, and contrast European and Japanese feudalism; locate on a map the trade routes, explore how economic expansion influenced art and literature; discuss the European social/economic organization;

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
		IX. Middle Ages–Africa (500-1500) Governmental–theocracy, emperor Economic–feudalism, maritime, commerce Cultural/Social–art, architecture, drama Religious–Polytheism, Animism Geographic–location, climate, land forms	examine the Ottoman Empire through its literature, architecture, social customs; compare the prevailing culture with the imposition of expanding religions; examine the impact of religions and the prevailing culture; discuss the European perception of China, Marco Polo journals; show how trade and religion defined governmental interests;
		X. Middle Ages–The Americas (500-1500) Governmental–theocracy emperor Economic–feudalism, maritime, commerce Cultural/Social–art, architecture, drama Religious–Polythestic, Shamanism, human sacrifice-Aztec Geographic–location, climate, land forms	explain how alliances and wars shaped the expansion of nationhood; explain how the printing press, gunpowder, natural resources may have made people more involved in exploration; explain contributions made by Peter the Great to modernize Russia; discuss the evolution of government in the Indian subcontinent;
		XI. Early Modern Period–Atlantic Community (1500-1900) Government–monarchy, constitutionalism, republicanism, empire, despot Economic–commercial, capitalism, industrialization, socialism, mercantilism Cultural/Social–art, literature, drama, music, enlightenment	identify passages from *Rubaiyat* describing the thought of time and place; describe the effect of the arrival of Islam in India and trace generally the conflict between the major religious factions; examine the impact of the geography by identifying products, resources, and caste systems; explore the traditional lifestyles of the tribes; identify and explain the development of the industrial activity in Africa (gold, diamonds);

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
		XI. Early Modern Period–Atlantic Community (continued) Ethical/Religious–Roman Catholic, Protestant Geographic–location, climate, land forms	describe the role of rivers of Africa; trace the causes of the Boer War; describe and explain the arrival of "newcomers" to the Far East;
		XII. Early Modern Period–Eastern Europe/Russia (1500-1900) Government–despotism Economic–isolationism Cultural/Social–art, literature, architecture Religious–Eastern Orthodoxy Geographic–location, climate, land forms	identify the major religions used in China; compare and contrast the development of each oriental nation; compare/contrast the colonial development of South America and North America in the early 1900's; recognize and explain contributions made by: - Francisco de Miranda - Simon Bolívar - Bernardo O'Higgins - Toussaint L'Ouverture - Jose de San Martin - Miguel Hidalgo - Jose Morales - Benito Juarez
		XIII. Early Modern Period–Middle East (1500-1900) Government–tribalism, despotism Economic–nomadic, subsistence, isolationism Cultural/Social–art, literature, architecture Ethical/Religious–Islam Geographic–location, climate, land forms	identify and locate natural, physical, and human resources which influenced trade; show how outside powers expanded the wealth by exploration and colonialization;
		XIV. Early Modern Period–Africa (1500-1900) Government–tribalism, despotism Economic–nomadic, subsistence, isolationism Cultural/Social–art, literature, architecture Ethical/Religious–Christianity, Islam Geographic–location, climate, land forms	examine the role of diplomacy in development of 20th century.

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
		XV. Early Modern Period–Asian Regions (1500-1900) Government–tribalism, despotism Economic–nomadic, subsistence, isolationism Cultural/Social–art, literature, architecture Ethical/Religious–polytheism, Shintoism, Buddhism, Hinduism Geographic–location, climate, land forms XVI. Early Modern Period–Latin America (1500-1900) Government–tribalism, despotism Economic–subsistence, plantations, slave labor Cultural/Social–art, literature, architecture Ethical/Religious–Catholicism Geographic–location, climate, land forms XVII. 20th Century and the Global Community Government–democracy, socialism, communism, dictatorship Economic–capitalism, communism Cultural/Social–art, literature, music Ethical/Religious–belief systems Geographic–location, climate, land forms	

WORLD HISTORY/WORLD GEOGRAPHY (9 - 12)
GEOGRAPHY

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
KNOWLEDGE AND CULTURAL UNDERSTANDING Historical Literacy Geographical Literacy Economic Literacy Social-Political Literacy Cultural Literacy Ethical Literacy UNDERSTANDING OF DEMOCRATIC PRINCIPLES, VALUES, AND PRACTICES Basic Principles of American Democracy Role and Function of Law in American Democratic Society Historical Derivation of American Democracy INDIVIDUAL AND GROUP PARTICIPATION IN SOCIAL-POLITICAL AFFAIRS Democratic Processes for Change Social-Political Participation Civic Values and Responsibilities FUNDAMENTAL SKILL ATTAINMENT FOR EFFECTIVE CITIZENSHIP Social Participation Skills Personal and Intergroup Skills Critical Thinking and Problem-Solving Skills Basic Study Skills	**By the end of grade 12, students will be able to:** 1. Locate specific sites on a map or grid system. 2. Analyze the reason for changes in relative location over time. 3. Identify the principal types of map projection. 4. Locate major land masses and bodies of water on a map. 5. Locate major political units on a map. 6. Analyze the impact of landform patterns on society. 7. Relate how different climatic regions affect human activity. 8. Evaluate how natural resources contribute to regional growth and development. 9. Compare and contrast elements of demography in history. 10. Identify the main physical and cultural factors which define a region. 11. Identify the human activities which affect or change the environment.	I. Location Absolute location Relative location Map projection Land masses and water bodies Major political units II. Place/Region Role of major relief and landform features Role of climatic factors Occurrence of natural and other economic resources Demography III. Human Environmental Relationships Impact of human activities on the environment Use of environment and resources Human use of environments Mechanisms of movement and communication Exchange of products and ideas Human migration Global interdependence	**Students may use a variety of learning techniques to:** identify a place by latitude and longitude coordinates or use of an atlas or map grid reference system; demonstrate an understanding of geographical terms, e.g., Northwest, Southwest, and how such terms vary in meaning from one historical period to another; understand that there are different map projections and that each portrays the earth in a different way; the Mercator projection, for example, exaggerates at high latitudes; identify continents, oceans, peninsulas, seas, gulfs, etc.; identify countries, states, cities, territories, and international entities such as the European Economic Community; demonstrate an understanding of how many relief features, such as the Himalayan Mountains, have influenced migration routes and frequencies, and thus helped to shape the destiny of the Indian sub-continent; identify the world's major climatic zones and explain their relationship to latitude and other controlling variables and demonstrate an understanding of climate in establishing patterns of vegetation and agriculture;

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
	12. Describe the relationship between people and their environment and how this relationship changes as a result of a change in technology. 13. Analyze how different cultural groups identify and use resources. 14. Demonstrate how the importance of transportation and communications have influenced change. 15. Identify factors which directly promote trade. 16. Give examples of human migration and mobility. 17. Demonstrate an understanding of the interdependence of economic and cultural systems.		understand that minerals, forests, fish, etc., are important resources and how the distribution of natural resources greatly influences patterns of economic and political behavior; explain the concept of population density, and become familiar with broad patterns of population distribution; in addition, identify some of the main factors promoting change in density and distributional patterns; explain the effects of slash and burn agriculture, terracing, grazing, and overgrazing, conservation, forest clearance, forms of air and water pollution; explain the development of the Nile Valley civilization; rice economies in Asia; fishing and whaling industries; nomadism; tourism; societies which revere the land, such as the Native American groups; identify irrigation projects, dams, deforestation, industrial production, and acid rain; identify land and water transport systems which have permitted exchange of resources and the reduction of isolation; centers of commerce and trade, and their strategic crossroads locations; modern communication forms, such as radio, television, data-transfer systems, and the role of these in shaping new social patterns; understand demographic pressures, growing needs for raw materials, and rising expectations for affluence.

AMERICAN/ARIZONA HISTORY (9 - 12)

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
KNOWLEDGE AND CULTURAL UNDERSTANDING Historical Literacy Geographical Literacy Economic Literacy Social-Political Literacy Cultural Literacy Ethical Literacy UNDERSTANDING OF DEMOCRATIC PRINCIPLES, VALUES, AND PRACTICES Basic Principles of American Democracy Role and Function of Law in American Democratic Society Historical Derivation of American Democracy INDIVIDUAL AND GROUP PARTICIPATION IN SOCIAL-POLITICAL AFFAIRS Democratic Processes for Change Social-Political Participation Civic Values and Responsibilities FUNDAMENTAL SKILL ATTAINMENT FOR EFFECTIVE CITIZENSHIP Social Participation Skills Personal and Intergroup Skills Critical Thinking and Problem-Solving Skills Basic Study Skills	**By the end of grade 12, students will be able to:** 1. Compare and contrast the essential elements of American liberty, democracy, and justice as detailed in the United States Constitution, and other significant documents. 2. Identify the historical development and contributions of American institutions, . . . 3. Identify individuals and groups who have made major contributions to the political, economic, social, cultural, and ethical development of the United States and Arizona. 4. Recognize significant cause and effect relationships in American and Arizona History. 5. Relate the dynamics of growth and change by identifying the attributes and components of major movements and turning points in the nation's history. 6. Evaluate the significant relationship between history and geography (5 themes) and the impact that each has upon the other.	I. Colonial America Institutional Shape of America Historical Geographic Economic Social/Political Cultural Ethical Understanding Arizona II. American Revolution Independence and Self-Government Historical Geographic Economic Social/Political Cultural Ethical Understanding Arizona III. Building a Nation Experiment in Constitutionalism Historical Geographic Economic Social/Political Cultural Ethical Understanding Arizona	**Students may use a variety of learning techniques to:** examine literature, both of and about the era being studied; examine and evaluate documents and other primary source materials; examine diary/journal accounts, biographies, and oral history recordings as an insight into the era; utilize case studies for understanding specific items, individuals, or events; utilize community resources: museums tours historic places guest speakers examine historic artifacts providing tangible links between the past and present; utilize nonprint materials and electronic data; utilize computer programs and software designed for use in history/social studies; develop family history projects to increase family and national identity; examine significant artwork, architecture, music, and dramatic performances from a specific era as a window into that era's culture;

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
	7. Identify, describe, compare, and evaluate the political and economic decisions that have determined the course of American foreign policy. 8. Recognize and explain divergent viewpoints as exemplified in primary and secondary source materials, recognize and understand bias, and be able to discern the difference between fact and opinion. 9. Identify specific concepts, individuals, and events of Southwestern regional significance and how they relate to, contribute to, or influence the history of the United States. 10. Interpret graphs, charts, maps, statistical data, as they relate to and affect the study of history. 11. Develop basic study skills, critical thinking skills, problem-solving skills, personal intergroup skills, and social participation skills. 12. Participate in a political or civic activity to learn group and/or individual participation and responsibility.	IV. Sectionalism and Civil War Historical Geographic Economic Social/Political Cultural Ethical Understanding Arizona V. The Nation Transformed Agrarian America Yields to Urban Industrialization Historical Geographic Economic Social/Political Cultural Ethical Understanding Arizona VI. 20th Century America Maturity and World Leadership Historical Geographic Economic Social/Political Cultural Ethical Understanding Arizona	examine scientific and technological advancements and developments; examine divergent viewpoints through debate (both oral and written); utilize simulations and games; utilize the inquiry method of instruction; utilize role playing to understand divergent viewpoints and conflicting interpretation of historic events; examine popular culture through literature, advertising, films, etc.; examine through the field of psycho-history personalities of individuals and groups and their relevance in determining or influencing historic events; develop geographic skills through: mapping exercises chart and graph construction evaluation and interpretation of information; utilize dramatic presentations and student performances.

AMERICAN/ARIZONA GOVERNMENT (9 - 12)

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
KNOWLEDGE AND CULTURAL UNDERSTANDING Historical Literacy Geographical Literacy Social-Political Literacy Cultural Literacy Ethical Literacy UNDERSTANDING OF DEMOCRATIC PRINCIPLES, VALUES, AND PRACTICES Basic Principles of American Democracy Role and Function of Law in American Society Historical Derivation of American Democracy INDIVIDUAL AND GROUP PARTICIPATION IN SOCIAL-POLITICAL AFFAIRS Democratic Processes for Change Social-Political Participation Civic Values and Responsibilities FUNDAMENTAL SKILL ATTAINMENT FOR EFFECTIVE CITIZENSHIP Social Participation Skills Personal and Intergroup Skills Critical Thinking and Problem-Solving Skills Basic Study Skills	**By the end of grade 12, students will be able to:** 1. Compare and contrast divergent forms of governments. 2. Evaluate the relationship of government forms to contemporary world affairs. 3. Discuss the disparity between theory and practice of world political ideologies. 4. Explain the limits placed upon power explained in the Constitution. 5. Recognize examples of how/where the framers adhered to the fundamental concepts throughout the Constitution. 6. Describe how the Constitution strikes a balance between majority rule and minority rights. 7. Distinguish interactions among the branches of government. 8. Describe the unique functions of each of the three branches. 9. Explain the role of the media and special interest groups in the democratic process.	I. Forms of Government Unitary Federal Confederate Parliamentary Presidential Dictatorial Democratic Republican Oligarchy/Elite II. Fundamental Concepts in the Constitution Popular sovereignty Limited government Federalism Separation of powers Checks and balances Judicial review III. Institutions of Government The President Executive functions Legislative functions Judicial functions The Congress Enactment of Federal Law Advise and consent Judicial functions Regulation of commerce Revenue Appropriations The Federal Courts Quality of American courts in Federal system	**Students may use a variety of learning techniques to:** analyze the source of power in various forms of government; demonstrate an understanding that the role of government is to implement the needs of the social system; demonstrate an understanding that some governments are inconsistent with the needs of the social system; use literature to analyze the elements of citizenship in selected social settings; use role playing, art recognition, music, performance simulation, and debate in studying the forms of government; use the Federalist Papers to demonstrate the impact of economics of government; focus on the philosophy of those who formed the Constitution and the Bill of Rights; demonstrate an understanding that the Constitution provides stability yet provides flexibility to deal with new problems and address inquiries; use role playing, simulation, art, and debate in studying the fundamental concepts of/in the Constitution; use technology to enhance the study of the Constitution;

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
	10. Describe the role of Arizona and tribal governments in the federal system. 11. Participate in a political or civic activity to learn responsibility of a citizen in a democratic society. 12. Evaluate the role of dissent in a democratic society.	III. The Federal Courts (continued) Protection of civil rights Procedure in Federal Courts Arizona state government Tribal government IV. Individual Rights/ Responsibilities 1st Amendment rights Search and seizure Restrictions on self-incrimination Right to Habeas Corpus Due process guarantees Protection against double jeopardy Prohibition of Post Facto laws and bills of attainder Right to a fair, speedy, and public trial Right to an adequate defense and to confront witnesses Restrictions on bails, fines, and punishment Concepts of responsibility/participation implicit in the Constitution Civil disobedience Initiative, referendum, and recall	study the impact of the 1st Amendment and the rights of association and assembly upon the institutions of American society; use case studies of specific issues (free speech, religious liberty, separation of church and state, academic freedom, etc.) to analyze the institutions of government; use recent issues (tax reform, educational excellence, aging population, Medicare, social security, etc.) to explore the process and issues of lawmaking; analyze the impact of such institutions as lobbyists, media, and special interest groups in the process of lawmaking; examine how courts have interpreted the Bill of Rights as explained by the 5th and 14th Amendments; examine the impact of local/state government upon the development of such institutions as crisis centers, Red Cross, food stamps, etc.; examine possible solutions to pressing society issues; study the impact of the 1st Amendment and the rights of association and assembly upon the institution of American society; use case studies of specific issues (free speech, religious liberty, separation of church and state, academic freedom, etc.) to analyze basic rights;

FREE ENTERPRISE (9 - 12)

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
KNOWLEDGE AND CULTURAL UNDERSTANDING Historical Literacy Geographic Literacy Economic Literacy Social-Political Literacy Cultural Literacy Ethical Literacy UNDERSTANDING OF DEMOCRATIC PRINCIPLES, VALUES, AND PRACTICES Historical Derivations of American Democracy Basic Principles of American Democracy Role and Function of Law in American Democracy INDIVIDUAL AND GROUP PARTICIPATION IN SOCIAL-POLITICAL AFFAIRS Civic Values and Responsibilities Social-Political Participation Democratic Processes for Change FUNDAMENTAL SKILL ATTAINMENT FOR EFFECTIVE CITIZENSHIP Basic Study Skills Critical Thinking and Problem-Solving Skills Personal and Intergroup Skills Social Participation Skills	**By the end of 12th grade, students will be able to:** 1. Analyze the problem of scarcity and its impact on the U.S. economy. 2. Take an example of scarcity in a personal or social problem and resolve the problem, utilizing a decision-making framework. 3. Define and analyze the following concepts: Land Labor Capital Entrepreneurship Opportunity Cost Productivity Economic Systems 4. Define and analyze the following Micro-Economic Concepts: Specialization Division of Labor Circular Flow of Money Investment Supply and Demand Government Role 5. Distinguish between different types of market structures. 6. Explain investment in human capital and in capital goods.	I. Fundamental Economic Concepts Unlimited wants vs. limited resources (factors of production) Peoples' need to employ ways of determining priority of resources Define and use terms such as land, labor, capital, entrepreneurship, opportunity cost, productivity, economic systems II. Micro-Economic Concepts Markets and price Circular flow of resources, goods, services, and payment Specialization and the division of labor Investment in human capital Supply and demand Competition and market structure Measurement concepts and methods Income distribution Money and banking Financial security III. Macro-Economic Concepts Gross National Product Aggregate supply Aggregate demand	**Students may use a variety of learning techniques to:** analyze why all societies must deal with the problem of scarcity; understand why all economies involve trade-offs and opportunity cost; understand the role played by the factors of production in the various economic settings; analyze the role played by economic systems to provide answers to the fundamental questions of what, how, and why; relate the importance of economics to their personal everyday needs; describe how the exchange of money for goods and services creates a kind of circular flow among households, businesses, and government; analyze the role of government in the American economic system; discuss the role of supply and demand in determining prices and why shifts in demand and supply occur; demonstrate how perfect competition, monopolistic competition, oligopoly, and monopoly differ from another; discuss how market and non-market forces determine wages;

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
	7. Interpret various economic charts and graphs. 8. Explain the various market structures. 9. Interpret the value of money by Year of the Price Index. 10. Identify principles of budgeting, insurance, savings, and investments, and the influence of taxation upon disposable personal income. 11. Define and analyze these Macro-Economic Concepts: Gross National Product Aggregate supply and demand Fractional, structural, and cyclical unemployment Inflation and deflation and related price/monetary values Monetary policy Changing fiscal policy International trade Trade barriers Balance of payments Exchange rate The World Bank 12. Compare and contrast the impact of foreign trade on the U.S. consumer. 13. Explain the relationship between the balance of payments and the U.S. economy.	III. (continued) Unemployment Frictional unemployment Structural unemployment Cyclical unemployment Inflation and deflation Demand-pull inflation Cost-push inflation Price expectations Monetary policy Fiscal policy IV. International Economic Concepts Absolute and comparative advantage and barriers to trade Exchange rates and the balance of payments International aspects of growth and stability	discuss how labor-management relations have changed over the years; explain the factors of production and their importance to the overall economy; discuss how diminishing marginal productivity is achieved by business; diagram how money, banking, and credit functions within the economic system; assess the various forms of insurance and other investments; analyze the composition of the Gross National product and evaluate the size of the American economy; discuss how Gross National Product is reported in current dollars and be able to convert Gross National Product in real terms to make valid comparisons; analyze production possibilities curves to determine trade-offs that may come about due to new resources being found and new technology being developed; discuss the growing service sector of our economy and the part it plays in the Gross National Product; be able to explain the formula GNP = P + I + G; where P = Personal Consumption, I = Investment, and G = Government Purchases;

GOALS AND STRANDS	ESSENTIAL/EXIT SKILLS	SUGGESTED CONTENT AND DESCRIPTORS	SUGGESTED INSTRUCTIONAL STRATEGIES AND RELATED CONCEPTS
	14. Explain the economic principle of comparative advantage of the United States with that of other countries.		explain the circular flow of money between government and businesses, and government and households; explain a balanced economy when aggregate demand equals aggregate supply; demonstrate an understanding of the importance of international trade and its benefits that countries may derive from one another; explain the gold standard and how it helps keep the world money market stable and makes international trade payments easier; describe how flexible exchange rates are allowed to set prices between various countries' money systems.

OPTIONAL SOCIAL STUDIES SUBJECTS (9-12)

The state-mandated social studies subjects provide a framework and background for effective citizen participation in public life; such participation is essential to the health of our democratic system. As interests and resources permit, schools should offer a broad array of additional coursework in the social studies. This coursework is generally of two types: those courses that closely parallel social science disciplines and those that cut across academic disciplines in order to concentrate on critical social issues and the world as it really is.

Selectively supportive subjects to complement legislative or policy mandated-disciplines

Related to a Social Science Discipline

I. History

- A. Civil War/The West
- B. Latin American History
- C. Southwestern History
- D. European (Western History)
- E. Asian/African History
- F. Diplomatic History
- G. Modern American History (World War II/60's)

II. Archaeology
III. Anthropology
IV. Sociology
V. Psychology
VI. Philosophy
VII. Economics

- A. Comparative Economics
- B. Consumer Economics
- C. Applied Economics

VIII. Political Science—Comparative Political Systems
IX. Geography—Regional Studies
X. Labor Studies
XI. Interdisciplinary or Core Curriculum Relating to Appropriate Disciplines

This list of topics or coursework is not meant to be exhaustive of the possibilities. The social studies is an area of study constantly confronted by a changing society and world. Educators should be alert to new possibilities as needs change.

APPENDIX

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Criteria For Evaluating Instructional Materials

The potential of this framework to influence classroom activities depends to a large extent on the quality of the textbooks and other instructional materials selected. The committee urges the use of multiple sources of information to expand and personalize this curriculum. The use of classical literature is recommended. Textbooks that are written in thoughtful, interesting accounts will support teachers' efforts to bring the goals of the social science program to life. The following evaluation standards are intended to assist publishers in developing the kind of instructional materials that implement the purposes of this framework. These criteria should serve as standards for the review of instructional materials grades one through eight; they also can be used as guidelines in preparing and reviewing instructional materials for grades nine through twelve. In addition to the following criteria, publishers should note with care the relevant portions of ARS 15-203.A.17, 15-203.A.19 and State Board policy R7-2-204 in regard to textbook selection.

Basic Guidelines

The basic guidelines to be used in considering textbooks and other instructional materials are as follows:

1. Textbooks and other instructional materials must reflect the clearly stated characteristics, goals, strands, and course descriptions of this framework. Print and nonprint materials must present history and geography in a holistic manner, integrated with the humanities and the social sciences. Time and place are central to each setting. The life of a people must be depicted with empathy (as they saw themselves, through literature and other contemporary accounts); with perspective (as provided by the social sciences); and with persistent attention to the ethical beliefs and values that illuminate the life of a civilization and that speak in universal terms to our own time.

2. Instructional materials should present social studies as an exciting and fascinating story as do books and films that are prepared for a general audience. The difference between students and a general audience is that a general audience is not compelled to read boring material; students often are. Materials that students can read (or view or use) with interest, enthusiasm, and pleasure are needed. The materials for the classroom should compare favorably with the books, magazines, software, and educational television programs that are available to students outside school.

3. The writing (or other form of presentation) should be vivid and dramatic without sacrificing accuracy; it should incorporate human interest wherever possible so that students will recognize the universal humanity of people in other times and places. The story should focus on the men and women whose triumphs and tragedies continue to deserve our attention; it should convey a lively sense of people who struggled, failed, achieved great things, authored terrible tragedies, labored in anonymity, or strode boldly on the stage of history. Whatever the story to be told—the forming of a new nation, the collapse of an ancient civilization, the clash of nations in world war—the story should have continuity, narrative coherence, an element of suspense, and other qualities of well-written literature based on the best and most recent scholarship.

4. Superficial skimming of key facts and the mere mention of major topics and significant individuals are not acceptable. Once chosen for discussion, a topic must be presented in depth, with a beginning, a middle, and an end; and it must be presented with careful attention to the skillful interweaving of history, geography, the humanities, and the perspective of the social sciences. Publishers at all times must think of their readers (or viewers) as an audience whose interest, attention, and respect must be earned and held.

5. Materials must be accurate and truthful in describing controversies, including controversies among historians. The past, like the present, was rife with controversy, with hotly contested events, with uncertainty and division among major actors, with indecision on the part of policymakers, and with attacks on the reputation of now-revered figures. The past cannot be brought to life if it is presented as a desiccated version of reality stripped of the debates, confusion, and discord that divided contemporaries.

6. Whether treating past or present, textbooks and other instructional materials must portray the experiences of women, men, children, and youth as well as of different racial, religious, and ethnic groups. The interaction of groups deserves careful attention. Whether they conflict with one another, cooperate, or live in relative isolation, diverse cultural groups must be depicted accurately as actors on the historical stage. Materials that ignore the importance of cultural diversity in the United States or the world are unacceptable.

7. Historical controversies must display a variety of perspectives by the participants. Colonialism in the nineteenth century, for example, should be seen both through the eyes of the rulers and the eyes of the ruled, and the accounts of wars should convey the perspectives of both the conquerors and the conquered. Differences of opinion should be fully aired, for example, when considering the debate over slavery at the Constitutional Convention, implementation of the Brown decision, and issues of the technological age.

8. Writers of social studies textbooks and other instructional materials must pay close attention to ethical issues. The writers should delineate the ethical ideas developed by different people in history, either as religious or secular belief systems, and they should consider the ethical principles at stake in historical events and controversies. Through their study, students should have many opportunities to consider standards of ethical behavior. Publishers and other developers of curriculum materials should pay special attention to the treatment of human rights as an expression of a society's ethics.

9. Instructional materials should include primary source materials to enable students to get an authentic sense of other times and places. These materials might be in the form of excerpts from autobiographies, speeches, court decisions, diaries, essays, sacred literature, or other documentation. As much as possible, this material should be blended with the narrative of the textbook so that it serves as a voice from the past, bringing the narrative to life. Extracts from all periods of history should be chosen for their historical value and their intrinsic interest. Some examples are poems of children in concentration camps during the holocaust, diaries of pioneers who crossed the great plains, and narratives of slaves.

10. Materials should reflect the significance of civic values and democratic institutions. When they deal with United States history, the writers of these materials should pay close attention to the evolution of basic democratic principles,

such as universal suffrage, freedom of the press, freedom of religion, freedom of speech, the right to due process, universal education, respect for the rights of minorities, and other hallmarks of a democratic society. Those instructional materials that deal with world history should describe the balance between the power of the state and the rights of the citizens and should note the presence or absence of those practices that are associated with a democratic government.

11. Materials should reflect the importance of education in a democratic society. These materials should not only show the role and history of educational institutions in preparing citizens for life in a democratic society, but also present models of intellectual accomplishment. Students should see numerous examples of men and women who used their learning and intelligence to make important contributions to society. Students should understand that great advances in science and technology, as well as in democratic thought, were made possible by educated minds and that freedom and prosperity depend on the intellect and character of a nation's citizens. Students should discover through their instructional materials that in the lives of individuals and in the life of society, education is power.

12. Materials should incorporate the use of literature or should refer to literature in other sources. Whether in poetry, drama, prose, or fiction, people throughout history have used language to express their hopes, fears, and dreams. Instructional materials should draw on literature as a resource to demonstrate the inner life of people in other times and places.

13. Materials that deal with American life should include patriotic emphases, not of a jingoistic, chauvinistic sort, but calculated to inspire understanding of and commitment to the best principles in the American heritage. For example, there should be examples of memorable addresses by historic figures, such as George Washington, Patrick Henry, Abraham Lincoln, Frederick Douglass, Susan B. Anthony, Franklin D. Roosevelt, Martin Luther King, Jr., and John F. Kennedy. There should be excerpts from the Constitution and the Bill of Rights; major decisions of the United States Supreme Court; and notable poems, songs, and legends that have helped to create a vision of the United States as a nation that is committed to equality, justice, and freedom for all its citizens.

14. Textbook publishers in particular should be encouraged to adopt formats other than a single, heavy hardbound book. Books of several hundred pages can be daunting to students; their very weightiness may defeat the effort to create engaging, lively materials. Alternative formats, such as small hardbound or soft-cover books or pamphlets, each of which presents a rich and complete story, diary excerpts, biographies, and so forth, will be viewed with favor. The written instructional materials for all the courses in this framework might be prepared as sets of books, with individual books for each unit within each course. This would allow teachers greater flexibility in determining the emphasis and timing of their course content; it would facilitate future revisions by publishers; and it would permit the assembly of books that might be tailored to the local requirements of school districts in other states.

15. Teachers' materials intended for use with instructional materials should include examples of creative assignments, suggestions for significant questions and emphases based on the content of the lesson, a bibliography of supplementary readings and films, and alternative strategies for teaching concepts and skills. These materials should avoid condescension or pseudotechnical approaches to the content. Teachers are well-educated, skilled professionals who need a lively and supportive text.

The ultimate test of any textbook or instructional material is its power to engage the imagination of the reader. No matter how graphically the textbooks are illustrated, no matter how many experts are hired to certify their validity, and no matter how many claims are made on their behalf as conveyors of skills and concepts, the textbooks will fail unless they excite the enthusiasm of the students who read them.

Organization of Materials

The instructional materials should provide:

1. an organizational structure for textbooks that include a preface or introduction, table of contents, index, glossary, appropriate activities to reinforce students' learning, and primary sources that illustrate the content.

2. a preface or introduction to the student's edition of the textbook and a description of the organizational structure of the text, including its special features, point of view, goals and objectives, conceptual design, and distinguishing features that can serve as a helpful orientation for students, teachers, and parents.

3. extended activities for home study.

4. alignment of all elements of the instructional materials, such as the student's textbook, teacher's manual, and software, into an integrated, constructive, and purposeful basal program with thematic coherence.

5. a format for printed materials that incorporates research relative to features that best promote reading comprehension, learning, and retention.

6. activities for each area to be studied that are appropriate for use by students with a wide range of abilities.

7. end-of-chapter materials that focus on significant concepts within the chapter and relate these to the maturity and interests of the students for whom the material has been written.

8. a variety of maps (including topographic maps) that are up-to-date and accurate and that provide clearly understandable legends illustrating the five major geographic themes.

9. coordination of all graphics, images, pictures, and source materials with the theme or topic under study.

10. a glossary within the student's textbook that contains significant vocabulary words and terms that are highlighted in the narrative.

11. opportunities through interactive experience, using technology where practical, for students to practice decision-making and action-taking skills and to reflect on the resulting consequences.

12. a variety of ways to extend the learning process beyond the textbooks (Technology and telecommunications provide excellent opportunities to bring specific content-related information to the learning environment).

Teachers' Manuals and Reference Materials

The teachers' manuals and reference materials for the program must include:

1. a teaching guide of convenient size and format for use with an overview and/or summary for each unit.

2. goals, objectives, and a variety of evaluation components for each unit, all closely correlated with the student's text.

3. instructional opportunities for teaching students of different cultural backgrounds.

4. suggestions for individual and group activities, such as cooperative learning in which students help each other.

5. examples of creative assignments.

6. background materials for the use of technology-related tools, with recommendations for incorporating a wide variety of technology with options for assessing the quality of materials.

7. a variety of ways to extend students' learning beyond the textbook, including a bibliography of professional references, resources, and supplemental activities.

8. instructional approaches for meeting the needs of less prepared, gifted, limited English proficient, or special education students and those with different learning styles.

9. suggestions for extending the program by involving parents and members of the community.

Assessment and Evaluation

The assessment and evaluation features of the program must include:

1. opportunities for assessment of students' progress not only in knowledge but also in basic skills and abilities, including thinking and social participation.

2. a variety of evaluative techniques, including the teacher's evaluation of the students' performance, students' evaluation of personal progress, and peer evaluation.

3. opportunities for students to make oral and written reports in which they are encouraged to state a position and support it.

4. assessment and evaluation components for each area: United States history, Arizona history, citizenship, government, world history, geography, economics, basic study skills, and critical thinking skills.

Instructional Media

The instructional media for the program must include:

1. visual nonprint materials such as films, videotapes, filmstrips, charts, maps, archival items, or reproductions that are:

    a. accurate, objective, current, and appropriate.
    b. responsive to the needs and comprehension of pupils at their respective grade levels.
    c. developed with good teaching principles and with a high interest level for students.

2. materials designed for auditory use, such as records and tapes, must meet the following criteria:

    a. be appropriate in content and length for student learners.
    b. use voices that are clear and appropriate for the role portrayed.
    c. use standard English with speakers selected for appropriateness of role presentation.

3. technology-related materials such as instructional television, computer software, and interactive videodisc programs must be integrally related to other instructional materials as a basal (text) replacement or as a necessary part of an instructional materials system. In addition, electronic media, as outlined in the Directory of Suggested Instruction Computer Software (ARS 15-723) published annually by the Arizona Department of Education, must:

    a. meet the standards for computer software.
    b. in the case of technological tools, such as databases, database managers, spreadsheets, and electronic communication packages, be available in multiple-machine or operating-system formats.
    c. exemplify uses of technology that are primary methodological tools in the social sciences.
    d. exemplify the influence that information technologies have had on the study and understanding of geography, economics, and the other social sciences.